



Behaviour Policy

Name of School	Petersgate Infant School
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Names of Co-Acting Headteachers	Mrs Sallie Ankers & Mrs Janine Ivemy

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Part 1 Purpose

Good behaviour is central to good education. As a school, we need to manage behaviour well so we can provide a calm, safe and supportive environment which children want to attend and where they can learn and thrive. Being taught how to behave well and appropriately is vital for children to succeed personally.

1. Our Intent

“Working Together to Achieve the Best” is our vision for our school and this principle underpins all the work of the school.

We aim to create an outstanding, nurturing school community with strong values where the children are developed to their full potential as proactive citizens who are members of communities they play a part in both now and in their future lives. We have a duty to develop the children’s ability to self-regulate. Children need to know it is normal to experience a wide range of emotions, both positive and negative however they need to know that their emotions should not impact on others. Where behaviour is to be addressed, adults will respond consistently and fairly to uphold this policy at all times. Pupils should be taught explicitly what good behaviour looks like. We recognise that some pupils need additional support to reach expected standard of behaviour and will work with all stakeholders and relevant professional to support these pupils.

2. Our Values

These are the key values that underpin all the work of the school;

Safety	Caring	Achievement	Resilience	Friendship
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The values link with the themes from the Life Education Wessex PSHE Curriculum.

3. Aims

1. To ensure that the behaviour in the school is as good as it can be, building a safe, nurturing, and purposeful environment where our vibrant, enthusiastic children can learn and make as much progress as they can.
2. To ensure that all members of the school community; staff, governors, parents, volunteers and all other stakeholders adhere to the principles of this policy in the best interests of the children.
3. To make the key values, nurture, and zones of regulations central to the work of the school so that every child has a strong sense of appropriate behaviour choices and so that they feel safe, happy and ready to learn and can stand up for the values in an assertive and appropriate way.

4. To encourage all the children to know their responsibilities in relation to behaviour so that their own behaviour choices do not hinder the learning or well-being of others.

4. Information about Nurture

The principles of nurture underpin all our behaviour work.

“The concept of nurture highlights the importance of social environments – who you’re with, and not who you’re born to – and its significant influence on social emotional skills, wellbeing and behaviour. Children and young people who have a good start in life are shown to have significant advantages over those who have experienced missing or distorted early attachments. They tend to do better at school, attend regularly, form more meaningful friendships and are significantly less likely to offend or experience physical or mental health problems.

The nurturing approach offers a range of opportunities for children and young people to engage with missing early nurturing experiences, giving them the social and emotional skills to do well at school and with peers, develop their resilience and their capacity to deal more confidently with the trials and tribulations of life, for life” *Nurture UK*.

The six principles of nurture are:

1. Children's learning is understood developmentally
2. The classroom offers a safe base
3. The importance of nurture for the development of wellbeing
4. Language is a vital means of communication
5. All behaviour is communication
6. The importance of transition in children's lives

Ref: Lucas,S., Insley,K. and Buckland,G. (2006) *Nurture Group Principles and Curriculum Guidelines Helping Children to Achieve*, The Nurture Group Network.

Part 2 – Implementation –

5. Routines

Routines will ensure children are clear about behaviour expectations.

- School adults will greet children at the beginning of the day enabling everyone to start the day positively and with a smile.
- Transition and movement around the school is quiet, orderly and supervised by all school adults.

6. Zones of Regulation (Zones)

Self-regulation is something everyone continually works on whether or not we are aware of it. We all encounter trying circumstances that test our limits from time to time. If we are able to recognize when we are becoming less regulated, we are more able to do something about it to manage our feelings and get ourselves to a healthy place. This comes naturally for some, but for others it is a skill that needs to be taught and practiced. This is the goal of The Zones of Regulation (or Zones for short).

These are based upon the work of Leah M Kuypers and link well to the idea of Growth Mindset and the work of Carol Dweck.

The Zones are a systematic, cognitive behavioural approach used to teach self-regulation by categorizing all the different ways we feel, and states of alertness we experience, into four concrete coloured zones. The Zones framework provides strategies to teach students to become more aware of and independent in controlling their emotions and impulses, manage their sensory needs, and improve their ability to problem solve conflicts. By addressing underlying deficits in emotional and sensory regulation, executive functioning, and social cognition, the framework is designed to help move students toward independent regulation. The Zones of Regulation incorporates Social Thinking® (www.socialthinking.com) concepts and numerous visuals to teach students to identify their feelings/level of alertness, understand how their behaviour impacts those around them, and learn what tools they can use to manage their feelings and states.

The Red Zone is used to describe extremely heightened states of alertness and intense emotions. A person may be elated or experiencing anger, rage, explosive behaviour, devastation, or terror when in the Red Zone.

The Yellow Zone is also used to describe a heightened state of alertness and elevated emotions, however one has more control when they are in the Yellow Zone. A person may be experiencing stress, frustration, anxiety, excitement, silliness, the wiggles, or nervousness when in the Yellow Zone.

The Green Zone is used to describe a calm state of alertness. A person may be described as happy, focused, content, or ready to learn when in the Green Zone. This is the zone where optimal learning occurs.

The Blue Zone is used to describe low states of alertness and down feelings such as when one feels sad, tired, sick, or bored.

All of the zones are natural to experience, but the framework focuses on teaching students how to recognize and manage their Zone based on the environment and its demands and the people around them. For example, when playing on the playground or in an active/competitive game, students are often experiencing a heightened internal state such as silliness or excitement and are in the Yellow Zone, but it may not need to be managed. However, if the environment is changed to the classroom where there are different expectations than the playground,

students may still be in the Yellow Zone but have to manage it differently so their behaviour meets the expectations of the classroom setting.

Staff should have a visual for the zones on their lanyards for easy reference with the children.

7. The Essentials

For us to achieve our aims, it is essential that everybody involved in the school follows the same principles and systems so we are working in a consistent way that all understand. This provides a cohesive approach that the children will understand.

- a) **Consistency** throughout the school is key. This whole school approach should be used by everybody although there may be some adaptations according to the learning needs of a child.
- b) **Fairness** of approach is essential. Children need to see that everyone is treated fairly and with equity.
- c) Children are seen as **individuals** with their own needs. Children progress at different rates and this is true in relation to behaviour as well as other aspects of their development. Each child is unique and is dealt with in a way that is appropriate to them whilst applying the same general principles of values and golden rules.
- d) We want to help the children to develop **self-regulation and independence** skills so they can think about their choices and actions for themselves. We have a carefully thought out PHSE and PSED curriculum designed to help a child develop these skills.
- e) We understand that our children are very young so we introduce key **vocabulary** slowly and use words that they can understand involving them as much as we can. We use visuals wherever we can to assist in this.
- f) We seek to foster a climate where members of the school community put others first and where everyone recognises the **rights and responsibilities** of each other.
- g) We always try to work from the **positive** rather than the negative. We aim to address the behaviour rather than the person.
- h) We understand that children are learning and will make mistakes. We help the children to **learn from their mistakes** and to think of the effect of their behaviour on the rights of others.
- i) We expect that all adults in the school, parents and carers to be good **role models** of the school values for the children in modelling rights and responsibilities in relation to behaviour.
- j) Although children are ultimately responsible for their behaviour, it is important to remember that children behave best when they have **clear expectations**. It is the adult's responsibility to be calm and consistent. It is the responsibility of adult to speak to children in a positive way. It is also the adult's responsibility to provide work or systems that are the

right level for them that is stimulating, fun and challenging. It is also the adult's responsibility to be aware of each child's needs and to cater for them appropriately.

8. Roles and Responsibilities

	Responsibilities
Governors	<ul style="list-style-type: none"> To ensure that the school has an appropriate behaviour policy that is regularly reviewed To ask for and receive regular reports about the standards of behaviour in the school including in relation to vulnerable groups. To be a critical friend when working with the Head Teacher in a strategic sense. To play a role in monitoring the behaviour in a general sense and to provide visit reports when appropriate.
Head Teacher	<ul style="list-style-type: none"> To monitor the behaviour of the children accurately using a range of strategies so plans for the future improvements can be made and an overall judgement can be made. To keep up to date about developments and research about encouraging excellent behaviour. To model excellent behaviour management using the underpinning principles of rights and responsibilities Support all staff in managing pupil behaviour Challenge pupils to meet the school expectations and acceptable conduct. Ensure all staff are aware of their safeguarding responsibilities as set out in Part 1 of Keeping Children Safe in Education(KCSiE)
Senior/Middle Leadership Team	<ul style="list-style-type: none"> To work with their particular key stages to develop excellent behaviour underpinned by the principles of key values To model excellent behaviour management within their key stages and across the school. To liaise regularly about behaviour with the head teacher and other stake holders. To support all staff in managing pupil behaviour Challenge pupils to meet the school expectations and acceptable conduct. To be aware of their safeguarding responsibilities as set out in Part 1 of KCSiE
Class Teachers	<ul style="list-style-type: none"> To create a calm, safe purposeful, happy, positive learning environment Teaching and modelling expected behaviour and relationships To take responsibility for the behaviour of the children in their classes Challenge pupils to meet the school expectations and acceptable conduct. To know and implement rights and responsibilities

	<ul style="list-style-type: none"> • To work with parents/carers • To build strong relationships with children and their families • To be aware of their safeguarding responsibilities as set out in Part 1 of KCSiE
Support Staff	<ul style="list-style-type: none"> • To assist in creating a calm, safe purposeful, happy, positive learning environment • Teaching and modelling expected behaviour and relationships • To take responsibility for the behaviour of the children they are working with • Challenge pupils to meet the school expectations and acceptable conduct. • To know and implement rights and responsibilities • To liaise with class teachers when faced with behavioural difficulties • To build strong relationships with children and their families • To be aware of their safeguarding responsibilities as set out in Part 1 of KCSiE
Children	<ul style="list-style-type: none"> • Made aware of the school behaviour standards, expectations and consequences • Taught about their responsibilities, to follow the behaviour expectations. • To be asked about their experience of behaviour • Supported to achieve the expected standards of behaviour
Parents/carers	<ul style="list-style-type: none"> • To build strong relationships with school adults • To be aware of the behaviour policy and support/reinforce this with their children • Raise any concerns about the management of behaviour directly with the school. • Should be kept up to date about their child's behaviour and celebrate successes

9. Parent/Carer Partnership

1. When their child starts school, each parent/carer signs a home school agreement that has been designed in liaison with parents so they know the rights and responsibilities of all involved in their child's education including themselves.
2. The school will communicate regularly with parents/carers when there has been a concern. This will be done confidentially and parents are encouraged to work in partnership to support their child with support being offered wherever possible.
3. Most communication is verbal at this age. We will occasionally write when we have been unable to contact parents/carers.
4. We only talk about the child of the parent/carer as we keep information about other children confidential.
5. We try as hard as we can to ensure that we talk with parents/carers away from others. We will phone and communicate through Seesaw and e-mail as appropriate.

6. Parents and carers are encouraged to speak to school if they are worried or concerned so that matters can be resolved quickly. The parents/carers are encouraged to see the class teacher in the first instance but are also welcome to speak with the Inclusion Manager or Head Teacher.
7. We will use home/school link books when this is seen as appropriate. This is especially beneficial for children who demonstrate behavioural challenges as it is easier to spot patterns. It is important to be honest in this book, to try to stay positive as well as monitoring negative behaviours.

10. Practicalities

The values at the start of this policy are displayed around the school. All members of the school community need to be modelling these values at all times.

1. The values are displayed around the school, in the office, in the hall, leadership office, head's office and classroom.
2. Each half term we address different values. The values are addressed on a yearly cycle.
3. The children learn about these values through carefully planned assemblies and PHSE work from Life Education WESSEX – Zones of Regulation.
4. Reference should be made to these values with the children, when needed, with a discussion about the behaviour the child has demonstrated.
5. One child per class is nominated each month for the Superstar of the Month achievement. Their first names are on the website to celebrate this.

11. Displays and systems

1. There should be a **Zones of Regulation display** for the children to use to regulate their emotions. This is a colour chart which has red, yellow, green and blue circles. The children should be aiming to be on the green circle and discussion about ways they can calm themselves so they are on the green circle.
2. **SCARF display** to share school values.
3. **Consequences** display to remind children of expected behaviours.
4. **Regulation** station for children to go to if they need time to regulate themselves.

5. **Class Counter jar**, children collect counters for their class to earn a whole class treat decided by the children. The counters are given from any adult in the school to children demonstrating positive behaviour.

12. The PHSE curriculum

1. Weekly PHSE sessions are planned in each year group.
2. Each year group have access to all the lesson plans and resources needed on the school server and the SCARF website.
(<https://www.coramlifeeducation.org.uk/scarf/sign-in/>)
3. This curriculum resource aims to develop the underpinning qualities and skills that help promote positive behaviour and effective learning.
4. The materials are organised into six themes: Me and My Relationships, Valuing Difference, Keeping Myself Safe, Rights and Responsibilities, Being My Best, Growing and Changing.
Each theme is designed for a whole-school approach and includes a whole-school assembly and suggested follow-up activities in all areas of the curriculum
5. Assemblies are planned in for the whole school developing the themes alongside the values.

13. Rewards for good behaviour choices and demonstrating values

- Verbal praise
- Stickers
- Gold Achievement Certificates
- Value Cards
- Adding a 'Classroom Counter' to their jar for the whole class that leads to a treat chosen by the children.
- Being sent to a senior member of staff or previous teacher for verbal praise/reward
- Message to parents

14. Strategies for Promoting Positive Behaviour Choices and Values

1. Use the **Zones of Regulation**
2. **Plan** for good behaviour – ensure lessons are planned well and differentiation is carefully considered
3. Be aware of **transitions** – there may be occasions where children need re-induction into behaviour systems and routines e.g. each morning or before each session
4. **Plan for the adults** in the room

5. **Involve the children**
6. Be **positive** – positive reinforcement of desired behaviours is more effective than naming undesirable behaviours e.g. “Thank you for walking” is more effective than “Don’t run”.
7. **Catch them being good** – Spot the positives and give specific verbal praise appropriate to the behaviour as this is good feedback for the children.
8. **Be equitable** – Some children demonstrate behaviours that are undesirable as a result of age, SEN or disability. These children will need specific support and teaching in order to understand. In order to be equitable these children will need more time than other pupils. There may be cultural differences that may also need addressing.
9. **Be confidential** - We manage behavioural difficulties confidentially and do not talk about children who are having difficulties in front of other children or adults.
10. **Take Time** – If an incident has happened take time to find out what happened, to think and assess. Ensure all children have the opportunity to speak.
11. **Ask open Questions** - Avoid asking why a child did something. The child finds this very difficult to verbalise. It is better to ask what happened. It can be good to get the child to draw a picture if this is appropriate. TED (Tell, Explain, Describe)
12. **Be Calm** – At all times maintain calm, positive body language and tone of voice.
13. **Be proactive** – Support children in schools by celebrating positive behaviours and challenging negative choices.
14. Use the **language of rights and responsibilities** and **SCARF** to empower the children.
15. **Repeat instructions** – Repeat the requested behaviour calmly but assertively.
16. **Give a time frame** – Use ‘first’ and ‘then’ time words so that children are clear about expectations.
17. **Differentiate** – know the developmental needs of each child and cater for them.

15. What may happen if the child displays inappropriate behaviour choices -

As a school, we believe in nurturing children through positive reinforcement, we always try to work from the positive rather than the negative and aim to address the behaviour rather than the person. However, we do recognise that there is also a need for children to have clear and concise boundaries that are implemented firmly but with kindness.

Each class has a 'Regulation Station' which can be used by the children to self-regulate if, for whatever reason, they are not ready to learn. An adult will provide a debrief for the child.

Each key stage will have a set of 1 minute, 2 minute and 5 minute consequences, reflecting the nature of the incident and age/needs of the child, for occasions where behaviour does not meet expectations. (Appendix B) In these situations, child will be given time to reflect on their behaviour as soon as possible. If learning time is lost, they will be expected to catch up during certain periods of the day – this could be at playtime, lunchtime, or CHIL sessions. In these situations, child will be given time to reflect on their behaviour as soon as possible.

A 5 minute consequence will take place in the classroom. If a child receives a second 5 minute consequence on the same day it will be taken within THE Headteachers/Leadership office.

On the rare occasion behaviour still does not meet expectation a child will have an in-school exclusion. (Section 21-Exclusion Policy)

Parents will be informed if their child receives a 5 minute timed consequence via Seesaw and a telephone call for an in-school exclusion.

Each day is a new day with a new start. It is essential to stay positive and for children not to be labelled.

There may be occasions where a pupil is temporarily removed from the classroom or school. Please see the Exclusions Policy below for clarification.

16. Children with Special Educational Needs/and or Disability (SEND)

For most children behaviour is managed in class or around the school using the normal structure of rewards and sanctions using the principles set out above. However, children identified as having a SEND including, social and emotional needs or speech and language communication needs may need extra support in order that they can develop the skills they need to cope in school successfully and to make progress. These are some of the strategies we may use:

1. The child may have an individual behaviour plan.
2. The Senior Leadership Team, Inclusion Manager, class teacher/lunch leaders will plan strategies to develop positive behaviour and to give support.
3. They may have additional support given to them both in the class and at lunchtime.
4. They may get opportunities to develop special group skills e.g. by playing in a different area at lunch time with a member of staff and a group.
5. They may have special extra sticker charts or pictures that are collected leading to a special reward.
6. They may have a home school book so parents /carer and teachers can work together.

7. They may be referred to the Educational Psychologist or specialist teacher service.
8. A high needs funding or EHCP request can be made for extra support where appropriate.
9. Working with the parent/carer is essential so they also feel supported.
10. Careful thought needs to be given so that children do not get labelled by others
11. Anticipate as far as possible likely triggers of misbehaviour and put strategies into place to support and prevent these.

Each child is unique and so we may cater for children differently according to their needs although we stay within the whole school policy as much as we can.

17. Physical Restraint/holding

Staff may possibly physically restrain where it's necessary to stop a pupil injuring him or herself or someone else, damaging property or causing serious disruption. This would be done as an absolute last resort and by a trained member of staff. A senior leader should always be involved with this and know about the situation. However, in an emergency, any of the following may be able to use reasonable force in the circumstances set out in Section 93 of the Education and Inspections Act (2006):

1. any teacher who works at the school, and
2. any other person whom the headteacher has authorised to have control or charge of pupils, including:
 - (a) support staff whose job normally includes supervising pupils such as teaching assistants, learning support assistants, learning mentors and lunchtime supervisors; and
 - (b) people to whom the headteacher has given temporary authorisation to have control or charge of pupils such as paid members of staff whose job does not normally involve supervising pupils (for example catering or premises-related staff) and unpaid volunteers (for example parents accompanying pupils on school-organised visits) but not prefects.

We do not restrain unless there is a danger to the child or to others. We would use restrictive physical intervention at the same time as using other approaches, such as saying, "Stop!" and giving a warning of what might happen next or passive physical contact, such as standing between pupils or blocking a pupil's path. (DFE, 2013.) We would expect to use all the de-escalation techniques used by Team Teach before any restraint happened. There is a separate physical restraint policy that staff have to follow at all times. Any case of physical restraint, should be recorded appropriately and signed.

18. Staff Induction, Development and Support

Behaviour training is important for staff so they can be confident that they are dealing with children effectively and positively. Induction for new staff will include training on the school's policy and procedures. The school uses the expertise of the

Behaviour Support Team to support teachers both on a one to one basis as needed but also as a whole staff. Experienced staff mentor less experienced staff where needed to build confidence and a range of strategies. Teachers are given time with the SENDCo to decide on programmes where support is given and staff meeting time is allocated for training both teachers and support staff.

19. Child-on-Child Abuse

Annual whole school safeguarding training will incorporate understanding child-on-child abuse, the signs to look for and the actions we will take. (Child Protection Policy)

Part 3 Impact

20. Monitoring

Behaviour is monitored in several ways:

1. Behaviours are recorded on CPOMS and are analysed regularly.
2. The analysis is shared with governors at governor meetings and in the Head Teachers report.
3. Pupil progress Meetings
4. Learning walks
5. Lunch time observations
6. Classroom observations
7. Discussions with children, staff and parents/carers
8. Governor visits

Appendix A.

The behaviour system links to the Zones of Regulation (ZoR)

The Yellow Zone is used to describe a heightened state of alertness and elevated emotions, however one has more control when they are in the Yellow Zone. A person may be experiencing stress, frustration, anxiety, excitement, silliness, the wiggles, or nervousness when in the Yellow Zone. A behaviour incident report is recorded on CPOMS.

- Continual poor listening
- Rocking on a chair and not stopping, causing a health and safety risk and distracting others.
- Shouting out continually distracting others
- Making silly noises and distracting others
- Wandering around the classroom following several reminders, distracting learning
- Careless treatment of property despite reminders so that others can't use the resource effectively

- Flicking objects around the room although not hurting anyone, distracting from learning
- Saying things that are inappropriate that may upset people
- Messing about in the toilets in a silly way e.g. messing around with water and looking under a door (depending on age/development of the child)
- Rudeness to another child
- Persistent low level disruption
- Hurting children through rough play, unintentionally

The child is asked to stop the inappropriate behaviour and given the opportunity to change and make good choices. The ZoR chart is used as a starting point moving through the changes. If there is more than one child involved, all will be spoken with for fairness.

If there is no improvement, a member of staff will attempt to resolve the situation. They will talk to the child if the inappropriate behaviour continues, reminding them of their class/school 'Classroom Consequences Charter, values and the importance of making 'sensible choices in regard to their behaviour. Children are reminded that children come to school to learn and to have fun and explanation is made as to why their behaviour is not allowing themselves or others to do this. They need to be in the Green Zone (Ready to play, learn and listen).

The child is then once again, given the opportunity to change their behaviour and make the right choice. They are warned that if they continue to make 'choices which are not sensible,' there will be a consequence and that their parents will be informed. Parents may be contacted via SeeSaw as soon as possible and the behaviour recorded onto CPOMS.

Parents may be encouraged to make an appointment to discuss the behaviour, so the child can see parents and teachers working together.

Red Zone Behaviour

The Red Zone is used to describe extremely heightened states of alertness and intense emotions. A person may be elated or experiencing anger, rage, explosive behaviour, devastation, or terror when in the Red Zone. Red Zone behaviour relates to the negative aspects of this zone where there may be a negative impact on the four nurture assurances of others.

Examples of behaviour in the red zone

- Further unwillingness to cooperate/follow instructions showing negatively heightened emotions demonstrating negative impact on staff and pupils
- Rudeness to any adult that is explosive and shows rage
- Throwing objects showing emotions are raised and rage
- Spitting, showing explosive behaviour
- Swearing when they are aware of their words and show anger
- Defacing others work deliberately to cause upset showing a lack awareness of the feelings of others
- Hurting other children

- Persistent inappropriate behaviour
- Racist comments or abuse
- Sexual comments or abuse
- Continually saying things that are inappropriate that may upset people
- Deliberately hurting another child or adult physically e.g. hitting, kicking etc.
- Bullying behaviours
- Stealing

All red zone behaviours incident will be reported via CPOMS. There must be a very clear written report about the behaviour (using the incident form if CPOMS is not used) as this makes dealing with the situation easier. Parents will be contacted as soon as possible on the day by phone (or by ParentMail), usually by the Head teacher (although the deputy/assistant head or class teacher can contact parents if the Head teacher is absent) and a meeting arranged at a time to suit all parties. Sanctions will be agreed and put into place. The sanctions will be appropriate to the age of the child and could include loss of playtimes and occasionally clubs for making choices that are not sensible. This might result in an suspension should the matter be serious enough.

All red zone behaviour incidents must be recorded by the adult who witnessed the behaviour as they will be aware of any circumstances that may be contributing to the child's inappropriate behaviour and will therefore be able to discuss behaviour with parents in this context. The incidents will always be further explored using by the Senior Leadership Team.

All behaviour incidents are recorded on CPOMS for monitoring purposes.

If there has been a physical assault on a staff member, this must be recorded using the Hampshire online form held on the school desktop.

21. Exclusions Policy

1. Rationale

This deals with the policy and practice which informs the school's use of exclusion. It is underpinned by the shared commitment of all members of the school community to achieve two important aims: The first is to ensure the safety and well-being of all members of the school community, and to maintain an appropriate education environment in which all can learn and succeed; The second is to realise the aim of reducing the need to use exclusion as a sanction.

2. Introduction

The decision to exclude a pupil will be taken in response to a serious breach of the School's Pupil Behaviour Policy if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or staff in the school.

For more information please see: [Exclusion from school | Hampshire County Council \(hants.gov.uk\)](https://www.hants.gov.uk/exclusion-from-school)

3. Promoting good behaviour

All pupils in a school benefit when behaviour is good. High standards of behaviour are important in helping children to feel safe and learn well, and parents and carers play a key part in this. There is a constant focus on promoting positive behaviour in the school, helping to build self-discipline and encouraging respect for others but schools also need consequences to deter pupils from misbehaving.

4. Following the school's Behaviour Policy

The aim is always to avoid and minimize the need for suspension or permanently exclude through carefully planned interventions for children with behaviour challenges and by following the main behaviour policy which has a very clear emphasis on the positive with a system of clear rewards and consequences. The agreed behavioural plan for a child, where there is one, should also be rigorously followed. The school should also usually have sought advice from the Primary Behaviour Service where possible. Parents should have been involved as partners if there have been existing behavioural issues. Exclusion is very rare in an infant school but there needs to be very clear systems to ensure that procedures are followed consistently and fairly.

We also have access to Waterloo Outreach for support for those children with an EHCP.

5. In-school exclusions

If children do not respond to the normal rewards and consequences they may have an 'in-school exclusion'. This will involve them working in a class other than their own or in a room with an adult. Work is provided by their class teacher and the child will usually work in a reciprocal class or another room for a learning session. A telephone call or a letter home will inform parents that this has been or is to be carried out.

6. Fixed period exclusions

A child who gets into serious trouble may be excluded from school for a fixed period of time if they have seriously broken school rules usually over a period of time or allowing them to stay in school would seriously harm their education or welfare, or the education or welfare of other pupils or staff. Examples of this behaviour may include:

1. Verbal abuse to staff and others / Verbal abuse to pupils
2. Physical abuse to/attack on staff/ Pupils (example fighting causing harm)
3. Damage to property
4. Theft
5. Threatened violence against another pupil or a member of staff

6. Unacceptable behaviour which has previously been reported and for which school sanctions and other interventions have not been successful in modifying the pupil's behaviour.

When headteachers suspend or permanently exclude a pupil they must notify the Local Authority, regardless of the length of suspension. Governing bodies must also be informed.

7. Exclusion procedure

There are two kinds of exclusion - fixed period (suspended) and permanent. Most exclusions are of a fixed term nature and are of short duration (usually between one and three days).

The headteacher of a school can suspend or permanently exclude a pupil on disciplinary grounds. A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year), but not in any one establishment or permanently excluded. A suspension can also be part of the school day.

The Governors have established arrangements to review promptly all permanent exclusions from the School and all fixed term exclusions that would lead to a pupil being excluded for over 15 days in a school term or missing a public examination.

The Governors have established arrangements to review fixed term exclusions which would lead to a pupil being excluded for over five days but not over 15 days in a school term where a parent has expressed a wish to make representations.

Following exclusion parents are contacted immediately where possible. A letter will be given to the parents in a meeting where possible or by post giving details of the exclusion and the date the exclusion ends. If a child has a social worker or is looked-after the social worker and or Virtual School Head must be notified without delay. Parents have a right to make representations to the Governing Body and the LA as directed in the letter. Pupils will be given work that needs to be completed.

A return to school meeting will be held following the expiry of the fixed term exclusion and this will involve a member of the Senior Management Team and other staff where appropriate.

During the course of a fixed term exclusion where the pupil is to be at home, parents are advised that the pupil is not allowed on the school premises, and that daytime supervision is their responsibility as parents/guardians.

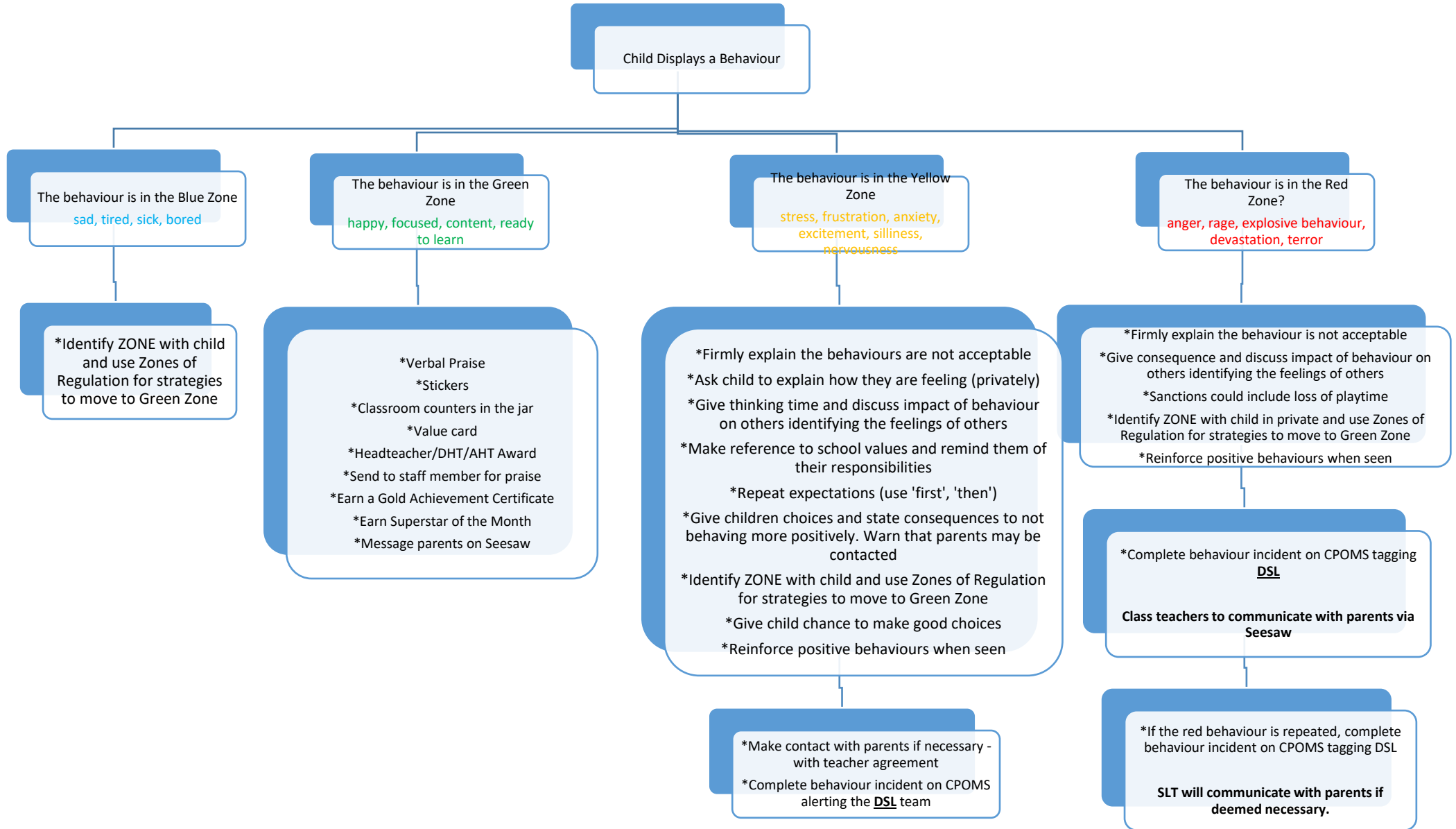
8. Permanent Exclusion

The decision to exclude a pupil permanently is a serious one and very rare in an infant school. There are two main types of situation in which permanent exclusion may be considered:

The first is a final, formal step in a concerted process for dealing with behavioural offences following the use of a wide range of other strategies, which have been used without success. It is an acknowledgement all available strategies have been exhausted and is used as a last resort.

The second is where there are very exceptional circumstances and it is not appropriate to implement other strategies and where it could be appropriate to permanently exclude a pupil for a first or 'one off' offence because they are so serious. This would be highly unusual in an infant school.

Appendix B Flowchart



Appendix C Consequences

Early Years		
<u>1 minute behaviours</u>	<u>2 minute behaviours</u>	<u>5 minute behaviours</u>
<ul style="list-style-type: none"> • Interrupting adults or other children on the carpet • Using disrespectful manners to adults or children 	<ul style="list-style-type: none"> • Using unkind words or actions to adults or children • Being unsafe with toys in the classroom or outdoors 	<ul style="list-style-type: none"> • Running indoors — we should be walking! • Intentionally hurting adults or other children

Year 1 and 2		
<u>1 minute behaviours</u>	<u>2 minute behaviours</u>	<u>5 minute behaviours</u>
<ul style="list-style-type: none"> • Unkind words, gestures or actions towards others • Not listening respectfully by talking over or shouting out • Disrupting others learning 	<ul style="list-style-type: none"> • Not following instructions after the count of 3. • Snatching or stealing resources or belongings of others • Leaving the classroom without permission 	<ul style="list-style-type: none"> • Physically hurting others, such as: hitting, kicking and biting • Damaging property, throwing or breaking things on purpose • Continuing a behaviour you have already had a consequence for

