



RELATIONSHIPS AND BEHAVIOUR POLICY

HYDE PARK SCHOOLS

Approved by:
Executive Head Teacher

Date: February 2024

Last reviewed on: February 2024

Next review due by: February 2025

Rationale

The premise behind our Behaviour and Relationships policy:

Instead of thinking of a child as behaving badly, which disposes you to think of punishment, think of them as wanting to communicate something, which then encourages you to help them.

This policy has been written so that all stakeholders have clear and collective guidelines to follow whilst working at Hyde Park Schools. These guidelines make clear that staff must:

- Support children to become confident as individuals, whilst understanding the importance of working respectfully in collaboration with others.
- Support children to develop a positive self-image and self-esteem.
- Recognise that the large majority of children respond best to a culture and environment immersed in praise and encouragement.
- Recognise that clear procedures and support networks need to be in place for when children become unable to behave positively.

Aims

Our values underpin this policy: our pupils are inclusive, confident, enterprising, brave, curious, kind and optimistic.

This policy seeks to encourage pupils within the Hyde Park Schools to make positive choices about their behaviour and reinforces those choices through praise. Pupils require as much support in developing the regulation of their own behaviour as they do to develop their academic skills.

Strong relationships between staff, pupils and parents are vital. Staff must be fair and consistent with pupils, and always be in control to enable pupils to feel safe. Equally staff must be approachable and there to help (not only there to discipline) and pupils must understand this. If a member of staff is having difficulties with an individual or group of pupils, they are to seek support in order to make a positive change.

The school recognises that even when encouraged to make the right choice, some pupils will occasionally make choices that have an adverse effect on their relationship with others, leading to negative experiences both in and out of school, or that this behaviour may disrupt their own learning or that of others.

A series of focused strategies will then need to be implemented to bring about changes to these behaviours. The aim of these strategies is to encourage pupils to adopt a behaviour that supports them in developing and maintaining positive relationships and friendships, and that is conducive to learning. In some circumstances, the Headteacher will need to act to ensure that the behaviour of a minority does not undermine the education of the majority or threaten the well-being of others, and this action may result in exclusion.

We recognise that this policy relates to the behaviour of and relationships between all members of the school community. Positive relationships are the root of positive behaviour and attitudes to learning and we all have a part to play in building that positive foundation. The policy should be regarded as a live document; it should be readily available and referred to as needed.

Please note that parents, guardians and carers are referred to as 'parents' throughout this policy.

Objectives

The aim of this policy and procedure is to support teaching and learning by establishing a code of conduct which will ensure pupils can realise their full potential and enjoy learning and achievement. Hyde Park Schools believe that every pupil should feel valued and in turn, value the School community of which they are a part.

The objectives of the Behaviour and Relationships Policy and Procedure are to:

- Clarify what is meant by 'good behaviour' to all members of each school community;
- Encourage a positive and safe learning environment where pupils behave well towards others.
- Ensure that all staff motivate pupils by using a variety of rewards to promote good behaviour choices.
- Ensure that staff, pupils and their parents have a clear understanding of the consequences of poor behaviour;
- Encourage all pupils to value themselves and their own efforts, their class and their school, so that they grow socially, personally and academically.

Scope

This policy covers the pupils of Hyde Park Schools in school and whilst they are representing their school. The schools consider their pupils to be representing them both in school, on school trips and residentials and at any point in time where the pupils are identifiable as members of the school such as the journey to and from school.

The policy also covers interactions and incidents pupils may have which have a knock on effect on school life or the behaviour of pupils in school.

All *staff* that work in the school are expected to follow the school rules, model positive learning behaviours and make daily reference to positive learning behaviours and school values, so that every child can learn with minimal disruption.

All *children* are expected to follow the school rules and explore ways of modelling positive learning behaviours so that every individual can learn.

All *parents/carers* are expected to support the school's policy for Positive Learning Behaviour. They will also ensure that their children arrive to school ready to learn.

Mental Health

Mental health affects all aspects of a child's development including their cognitive abilities, their social skills and their emotional wellbeing. The Schools recognise that pupils may experience mental health difficulties and therefore provide a range of pastoral support to pupils who may need help and support. It is important not to label as 'mental health' problems which are in reality normal emotional reactions to new experiences. A number of children may experience emotional or psychological difficulties that, without appropriate professional support, are more persistent and inhibit their ability to participate fully in school and in other aspects of life. Mental health problems can seriously impair academic performance and may lead to confused or anxious behaviour.

Supporting Children with Behavioural, Emotional and Social Difficulties (BESD)

Some pupils experience social, emotional, behavioural and / or developmental needs for a variety of reasons, e.g. adverse childhood experiences, environmental factors, inconsistent parenting, bereavement, bullying/discrimination. Pupils will be identified through various school support or via external supports and referral pathways such as repeated patterns of misbehaviour being an indicator or identification of specific needs by the SENCO, as well as through concerns raised by staff or parents. Time will be taken to gain an understanding of the cause and nature of the misbehaviour and consideration to how the underlying causes can be addressed through intervention and support. Where anti-social, disruptive or aggressive behaviour is frequent, sanctions alone are ineffective. In such cases, careful evaluation of the curriculum on offer, classroom organisation and management, and whole school procedures should take place to eliminate these as contributory factors.

Additional specialist help and advice from the SENCO or Educational Psychologist may be necessary. These actions would be coordinated with the Head of School and the Executive Head.

The following three elements, help form the foundation of the Behaviour and Relationships Policy and Procedure: Rules, Rewards and Consequences.

The role of the adult in promoting good behaviour

Adults should be proactive in facilitating good behaviour. They should use their knowledge of individual pupils to identify triggers in their day and seek to manage the situation in advance. Adults working with pupils are expected to develop a knowledge of them to support the deep relationship that underpins good behaviour. Also, **good routines** should be in place for:

- Start of the day (emotional register) – a warm welcome from staff at the classroom door every day which also provides an opportunity for each child to feel valued, safe and secure in the sense of connection with the member of staff. For most children, this can be achieved by the simple acknowledgement of the child and the child having the knowledge that they are in mind. It will also allow staff to notice any potential difficulties a child may have in settling to learn that day.
- End of the day – to accommodate transition from school/home, allow for time organising things to go home and a definite farewell through a class saying, song or goodbye wish.
- Transition times – calm and ordered routines for coming in and out of the classroom, school, assemblies, change of lessons and so on.
- Lining up – clear guidance given for lining up and moving around the school.
- Moving around the school – calmly walking to the left around corridors, opening doors for adults, using good manners, waiting for people in front of you and so on.
- Break and lunchtimes – clear guidance on expectation of not coming back into class unsupervised, how to move around/on/off the playground, how to enter/leave the dining hall and expectations of dining hall conduct.

Further to the above, we have some clear “Dos” and “Do Nots” that we expect all staff to consider when interacting with our children across the school at all times:

Do	Do Not
Always look for examples of positive learning behaviour	Look for trouble or be sarcastic
Praise, encourage, praise, encourage, whenever possible	Forget to praise and encourage
Value and respect what the children have to say	Undermine opinions and feelings
Reprimand the child's <i>behaviour</i>	Say the child <i>as a person</i> is at fault
Always remember that all children have feelings	Use sarcasm
Listen in a calm way and make time for the children	Make them look stupid or ridicule them
Use reprimands and punishments as sparsely as possible	Continually tell children off or add names to naughty lists
Speak calmly at all times: a calm manner encourages a calm response	Shout (unless absolutely necessary) or over-react
Maintain self-respect	Confuse a child's personality with the behaviour
Be consistent and fair	Change the goal posts
Encourage the children to develop independence and encourage them to find their own solutions	Constantly do everything for the child without consideration
Constantly demonstrate a caring attitude	Ignore them or dismiss their ideas
Encourage the children to help and support one another	Let them put each other down
Always take a few seconds to think before tackling a difficult situation	Jump to conclusions
As adults, treat each other with consideration and respect	Argue amongst yourselves or exhibit behaviour which we want to discourage in the children
Reprimand in private whenever possible	Humiliate a child in front of a group
Share concerns with a colleague and always be prepared to ask for help and advice	Bottle up worries

Rules

In a primary setting, the children are learning how to behave appropriately and understand how their behaviour affects others. Therefore, the approach to behaviour management will vary between the Early Years Foundation Stage, Key Stage 1 and Key Stage 2.

To support all children in managing behaviour, Hyde Park Schools has only three rules:

Ready, Respectful, Safe

Staff use 'positive framing' to establish and reinforce expectations with pupils (see example language in sanctions box below).

Codes of Conduct

When promoting good behaviour, staff will refer to these rules that will have been carefully unpicked in detail at the beginning of every year, in an age appropriate way, when classes create their own charter to explore what these rules look like in their classroom.

Class teachers have a great responsibility in setting and maintaining the acceptable behaviour code for their cohort of children. They, and other adults supporting pupils, will provide a fair, consistent and reasonable set of boundaries within the classroom. The classroom rules will be co-constructed with the children at the beginning of each year. These rules will cover:

Our rules...	Learners will...	Which enables...	Which prevents...
Ready	<ul style="list-style-type: none"> • have equipment. • listen and focus. • be active learners. • be alert. • take responsibility. • be physically and mentally ready. 	<ul style="list-style-type: none"> • children to maximise all learning opportunities and make the most of the learning environment, school community and everything it has to offer. 	<ul style="list-style-type: none"> • wasted learning time, distracting others and being distracted. • poor progress and low attainment. • negative attitudes to learning and poor behaviour choices.
Respectful	<ul style="list-style-type: none"> • listen to each other. • be considerate of others' thoughts, feelings and opinions. respect the school's environment. • show kindness to everybody. • give each child a voice and value the ideas of others. 	<ul style="list-style-type: none"> • children to be polite; contribute to a safe and positive environment; and be good citizens of the future. 	<ul style="list-style-type: none"> • upsetting others' feelings. • the diminishing of self-worth. • the disruption of the positive culture of the school, and community.

Safe	<ul style="list-style-type: none"> • take responsibility for their own actions. • move around the school environment with care and consideration. be kind to themselves and others. • think before acting. • share their worries and concerns with someone they trust. 	<ul style="list-style-type: none"> • everyone to learn. a positive and welcoming environment. • everyone to stay happy and healthy. a positive and welcoming environment, where everyone is happy, healthy and able to learn. 	<ul style="list-style-type: none"> • accidents from occurring. a dangerous environment. mental stress. unhappiness. • an unhappy or dangerous environment.
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How we talk to children – ‘The Script’

The Script is used to support staff across the school to address children’s primary and secondary behaviours through a consistent approach and use of language:

- Primary Behaviours: what makes you angry
- Secondary Behaviours: what you do when you are angry

Again, the use of The Script is focussed on repair, with the primary intention of re-establishing positive learning behaviour as quickly as possible:

Addressing Primary Behaviours:	The behaviour that I am noticing is....	...you are wandering the classroom. ...you are off task with your learning. ...you are struggling to maintain focus. ...you are becoming frustrated with...
	Our rule that this behaviour isn’t following is...	...always being ready. ...always being respectful. ...always being safe.
	Given the choice that you have made...	...I can see that you are ready to... ...you need to have some time out now/at break/at lunch to reflect on your behaviour...
For supporting children’s dysregulated behaviour	PACE Approach: Playful Acceptance Curiosity Empathy	It’s absolutely fine for you to feel like this... No wonder you are feeling like... I can understand why you are feeling so _____ I wonder if...

		I imagine...
		I notice...
Addressing Secondary Behaviours:	<p>If the child demonstrates secondary behaviours, do not hand them control.</p> <p>Remain calm, monitor, ignore and watch the behaviour, but do not address it. Addressing the behaviour directly might potentially lead to further escalation.</p> <p>Only intervene at this stage if the secondary behaviour poses a risk of harm to self or others (i.e. CPI final stages), or is causing significant disruption.</p>	

Rewards

Our emphasis is on rewards to reinforce good behaviour, rather than on failures. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. The most common reward is praise, informal and formal, public and private, to individuals and groups. Our children will know that their praise is earned and well-deserved. We constantly look for opportunities to share the child's successes with parents through, for example, informal discussions at the end of each day or sharing of great learning through Class Dojo. Where given, praise should be as specific as possible, e.g. Well done for holding the door open for other people."

We fully support the development of a child's social and emotional skills by focusing on the school's values or being kind, curious, optimistic, brave, inclusive, enterprising and confident. These values are highlighted and celebrated in assemblies and in the school newsletter. Children receive a values card to share their achievements with their adults

In addition to the verbal and non-verbal communication of praise, including proximal praise, through comments, tone of voice and looks, tangible rewards will exist in such forms as Dojo/Alliance Points, value cards and treats.

Alliance points: These will be collated into school teams and contribute to a year long competition, culminating with Sports' Day. Children will be informed weekly of their house's progress in the celebration assembly. Class Teachers will also send home Dojo certificates to celebrate personal achievements as children earn, 50, 100, 200, 500 Dojo Points.

THE ALLIANCE SYSTEM

In order to create a sense of community and evoke some healthy competition amongst pupils, families and staff, Hyde Park Schools operate an Alliance System. There are four Alliances in which pupils are placed when they join the school. Alliances are named after significant rivers in the local area and ascribed a colour:

Lyhner

Meavy

Plym

Tamar

All pupils will be allocated an Alliance, regardless of age at the point of joining. Siblings will be placed within the same House.

Primarily the Alliance System encourages pupils to be rewarded for all the many ways in which they exemplify our school values and expectations. These points are given by

teachers and school staff when it is felt by them that they are deserving. Pupils should remember though that you are not just simply rewarded for what is expected of you, this is when you are going beyond normal expectations.

In addition children are given the opportunity to represent their Alliance in a range of activities to make our Alliance system holistic and engaging; we aim to give everyone the chance to shine.

Alliances compete to collect the most points and the winner is announced half termly in our weekly Achievement Assembly. Alliance Captains and Vice Captains are selected through an application process to represent each Alliance and work closely with the School's Leadership Team, School Council representatives, Head Boy, Head Girl, and the Junior Leadership Team to promote positive engagement. The overall Alliance's points are a collection of points for each individual in the Alliance.

The four houses will compete each week to collect the most points and the winner will be announced at our weekly Achievement Assembly.

At the end of each academic year one Alliance will win the overall Alliance Cup.

There are many ways in which pupils can be awarded points. Once awarded, the points are registered on Class Dojo for tracking and recording. Below is a table of what pupils could be awarded alliance points for; some have a higher weighting than others and are therefore more valuable and harder to be awarded:

Points Awards

How to Earn Alliance Points	Alliance Points Awarded
Behaviour that exemplifies the School Values (Kind, Curious, Brave, Optimistic, Enterprising, Inclusive, Confident)	Value Card plus 2 Points
Smart Uniform – dressed in full school uniform including P.E uniform.	1 Points
Excellent Classwork – maximum effort in terms of completing work and moving on to challenges.	2 Points
Good Attendance and Punctuality – 96-98% with no more than 2 lates over the course of a term	3 Points
Excellent Attendance and Punctuality – 99% and above with no lates – over the course of a term	10 Points
Good level of engagement with homework that week	2 Points
Reading at home at least 4 days per week. Parents or pupils write detailed comments in reading diary.	3 Points
Pupil of the Week	5 Points
Selected for showing Value of the Week	5 Points
Head of School – nominating a pupil who has shown exemplar learning attitude or behaviour	7 Points

Representing the school in sporting competitions or other activities	5 Points
Executive Headteacher - nominating a pupil who has shown exemplar learning attitude or behaviour	10 Points

Sanctions

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community.

The use of sanctions should be characterised by certain features:

It must be clear why the sanction is being applied;

It must be made clear what changes in behaviour are required to avoid future sanctions;

There should be a clear distinction between minor and major offences;

It should be the behaviour rather than the person that is punished.

At all stages, the focus is on restoration and being reflective. Parents can be contacted informally as home/school liaison can support a child's understanding of consequences and 'I have a choice'.

The Restorative/Repair Conversation

Following misbehaviour, it is important that the adult and child review the behaviour choice in a restorative conversation. You will find a selection of questions below to use in your restorative meeting. Five questions are enough, foundation children will only manage two or three questions- Teaching staff know their pupils and can decide what pupils need and what they can manage:

1. What happened?
2. What were you thinking and feeling at the time?
3. What have you thought about it since?
4. Who has been affected and in what way?
5. How could things have been done differently?
6. What do you think needs to happen to make things right?

Adults will take their time with these meetings. If necessary, adults will offer a postponement and some support if the child is not ready to talk at that point; they will be clear and set a date with them for the next day.

Where pupils are recognised for behaviour below the expected standard in particular ways, this will be recorded on CPOMS. More detail is given on this in Appendix A.

Loss of Free Time

SLT and Team Leaders may remove a pupil's right to spend time with their friends at break and/or lunch times. This sanction may, for example, be used for those pupils who require a little time to reflect on his/her behaviour and find a restorative approach to correct the misbehaviour, particularly where wrong has been done to another. Should a child miss playtime, staff will give opportunity for some outdoor time for the child to expend energy.

In extreme cases, a pupil may be banned from the School at lunch times and his/her parents will be expected to make alternative arrangements. This would be recorded as a half day exclusion and is in accordance with the guide to the law on exclusions.

Minor and Major Incidences

Minor incidents might include:

- Inappropriate physical interactions (pushing, hitting, grabbing etc)
- Inappropriate language in school including isolated instances of swearing and name calling
- Talking persistently at inappropriate times
- Mistreating school or other property
- Distracting other pupils
- General misbehaviour around the school, eg running in the corridors, talking in assemblies
- Not having the correct uniform to enable them to learn, eg PE kit, swimming kit and so on
- Play fighting/rough play
- Isolated exclusion of peers from games, if intended to cause upset to them
- Bringing to school inappropriate or banned items
- Isolated defiance after a reasonable request has been specifically directed at the individual by an adult
- Isolated shouting out
- Not completing sufficient learning
- Lack of co-operation with peers

Major incidents might include:

- Fighting or major physical attack
- Any prejudice-based comments eg racist/homophobic/transphobic/religious/gender
- Persistent inappropriate language in school
- Theft
- Vandalism of anybody's property
- Leaving the classroom without permission
- Trying to leave the school site without permission
- Repeated defiance after a reasonable request has been specifically directed at the individual by an adult
- Bringing in dangerous or illegal items
- Ongoing multiple minor incidents (1st dealt with by CT, 2nd by Head of Year, then refer to SLT)

All major incidents must be referred to Head of School. All major incidents will be recorded on CPOMS by the adult that dealt with the incident and shared with the Executive Head and the class teacher. The Head of School may add notes to the CPOMS entry upon having dealt with the incident. The class teacher will communicate to the parent of the transgressor, as well as any affected parties, unless agreed otherwise with the Head of School.

Rewards and Sanctions Procedure

Positive behaviour will be rewarded with, among other things:

- Praise
- Values Cards
- Dojos/Alliance Points (celebrated weekly in celebration assembly)

- Dojo certificates
- Weekly values awards
- Letters or phone calls home to parents
- Special responsibilities/privileges

The school approach to misbehaviour, for children not on specific Individual Support Plan for their behaviour, is as follows:

	Sanction	Examples of language
STAGE 1	Remind the pupil of the correct behaviour expectations by noticing the positive behaviour in the room effusively.	“Well done this table – you are listening and ready to learn.” “Daniel, I’d like you looking this way and listening thank you.” I wonder if this group did not quite hear the expectations. What we’ve agreed is that we should be facing the front and listening.”
STAGE 2	Issue a verbal reprimand and a warning of what will happen if inappropriate behaviour continues	“James, you can either stop talking and focus on your learning or you will need to move to the focus table.”
STAGE 3	Move pupil to a different space within the classroom.	“Bob, you’ve continued to talk after the warning, which disrupts our learning, so now you have to move tables.”
STAGE 4 <i>Inform parents</i>	Pupil must move to another class to complete their work – to team leader – team leaders support one another	“Bob, you’ve continued to disrupt learning after moving seat, so now you have to move classes.”
STAGE 5 <i>CT / TA Record on CPOMS</i>	If the pupil continues to make the wrong choice, they will need to miss some of their lunchtime in the Refection Room.	“Bob, you’ve continued to disrupt learning after moving classes, so now you will need to miss 15 minutes of lunchtime in reflection.”
STAGE 6 <i>CT / TA Record on CPOMS</i>	Pupil must be referred to SLT	“Eliza, you have moved classes, spent time in the reflection room, and yet still continue to disrupt learning. I will need to refer your behaviour to Mr Dellow/Mrs Hussey.”

Reflection Room

Any pupils being referred to the reflection room should be brought there by their class teacher on their way to lunch. In the reflection room the adult leading the room will encourage pupils to reflect on the questions to be used in restorative conversation with their Class Teacher. Visuals or sentence stems can be used, or verbal support, in a way appropriate to the child’s age and developmental stage. The child should stay for 15 minutes in the reflection room. Following lunch their class teacher should, in a way that does not interrupt the flow of the afternoon learning, hold the restorative conversation with the child using the prompt question.

Persistent ongoing issues, major incidents and behaviour plans

Should the above, used within our usual school climate of positive behaviour, reward and achievement systems not be successful or appear inadequate, the graduated behaviour pathway is enacted. Usually children at this stage will have some emotional or social needs

which will need to be addressed in the pathway and which will take into account, and be appropriate to, the age and development of the child.

Major incidents must be referred to the Head of School in the first instance. In all cases where the behaviour is a significant cause for concern and has been referred to SLT, pupils will move onto a Behaviour Plan for six weeks and parents will be informed.

Graduated Behaviour Pathway




Graduated Behaviour Pathway				
Sanction		Unacceptable Behaviour		Recording Required
		Minor	Major	
Consider the use of targeted behaviour support, initially through an ISP , or through a dedicated IBP , and/or through engaging with support from other agencies, as appropriate	Permanent Exclusion Executive Headteacher			Record on CPOMs
	Suspension Executive Headteacher			
	Internal Seclusion			
	Behaviour Plan and Parents informed, agreed with Parents			
	Behaviour Reflection and Coaching Time Out: lunchtime. 15 minutes			
	Move to another class			
Move within the classroom				
Warning				Frequent low level disruption will result in parents/carers being contacted by Class Teacher
Reminder				
Positive Learning Environment				

Behaviour Plans

BEHAVIOUR PLAN	
PUPIL NAME:	CLASS: YEAR GROUP:
Date of birth:	Medical conditions/needs:

BEHAVIOUR PLAN	
PUPIL NAME:	CLASS: YEAR GROUP:
Date plan starts: Date of next review:	Staff working with the pupil:
Skills and Talents	Achievements
Likes	Dislikes
Challenging behaviour What does it look like? What triggers it?	Targets (for timetable tracker) What are we working towards? How do we get there?
Strategies for positive behaviour How do we maintain positive behaviour? <ul style="list-style-type: none"> • Phrases to use • Rewards, motivators 	Early warning signs How do we prevent an incident? <ul style="list-style-type: none"> • What to look out for • How to respond (reminders, alternative environment)
Reactive strategies How do we diffuse the situation? <ul style="list-style-type: none"> • What to do and what not to do • Phrases to use • Calming techniques At what stage should another member of staff be informed? Who should this be?	Support after an incident How do we help the pupil reflect and learn from the incident? Is there anything that staff can learn about working with this pupil?

HYDE PARK JUNIOR SCHOOL - BEHAVIOUR PLAN

HYDE PARK JUNIOR SCHOOL - BEHAVIOUR PLAN						
Child's name				Date written		
Child's class				Review date		
TARGETS	1. Do not disturb lessons 2. Listen to adult instructions and be respectful to adults					
Have I met my targets:	 Fully		 Some of them		 Not this time	
	0900-1000	1000-1100	1100-1200	1200-1300	1300-1400	1400-1500
MONDAY						
TUESDAY						
WEDNESDAY						
THURSDAY						
FRIDAY						

Playground expectations and procedures

Pupils are expected to follow the same level of behavioural expectations as in the school building, although in a different context. The principles of 'Ready, Respectful, Safe' underpins our expectations of behaviour during PE lessons, unstructured times and including in the school canteen or other lunch venue. This means that overly physical play and play fighting are not allowed. If an adult has to deal with an incident on the playground or in the canteen, they will approach the situation in a way that mirrors the classroom:

1. A reminder of the correct behaviour will be given.
2. A verbal reprimand and warning of what will happen if inappropriate behaviour continues.
3. The individual may have to spend 5 minutes with the adult, without partaking in further play activities.
4. The pupil will need to stay with an adult for a longer period of time up to 15 minutes.
5. The pupil may be referred to a member of SLT.

It will not always be appropriate to follow all of these steps in this exact order as in less structured time situations are less predictable and will require some judgement to be exercised.

At the point where a pupil is with an adult on the playground, the adult will judge whether the child needs time to calm down or is ready to engage with a conversation about their behaviour, and proactively discuss the poor behaviour choice with the pupil, in line with the framework of restorative communication. You will find a selection of questions below to use in your restorative conversation. Five questions are enough, foundation children will only manage two or three questions- Staff must use their judgement to decide what pupils need and what they can manage:

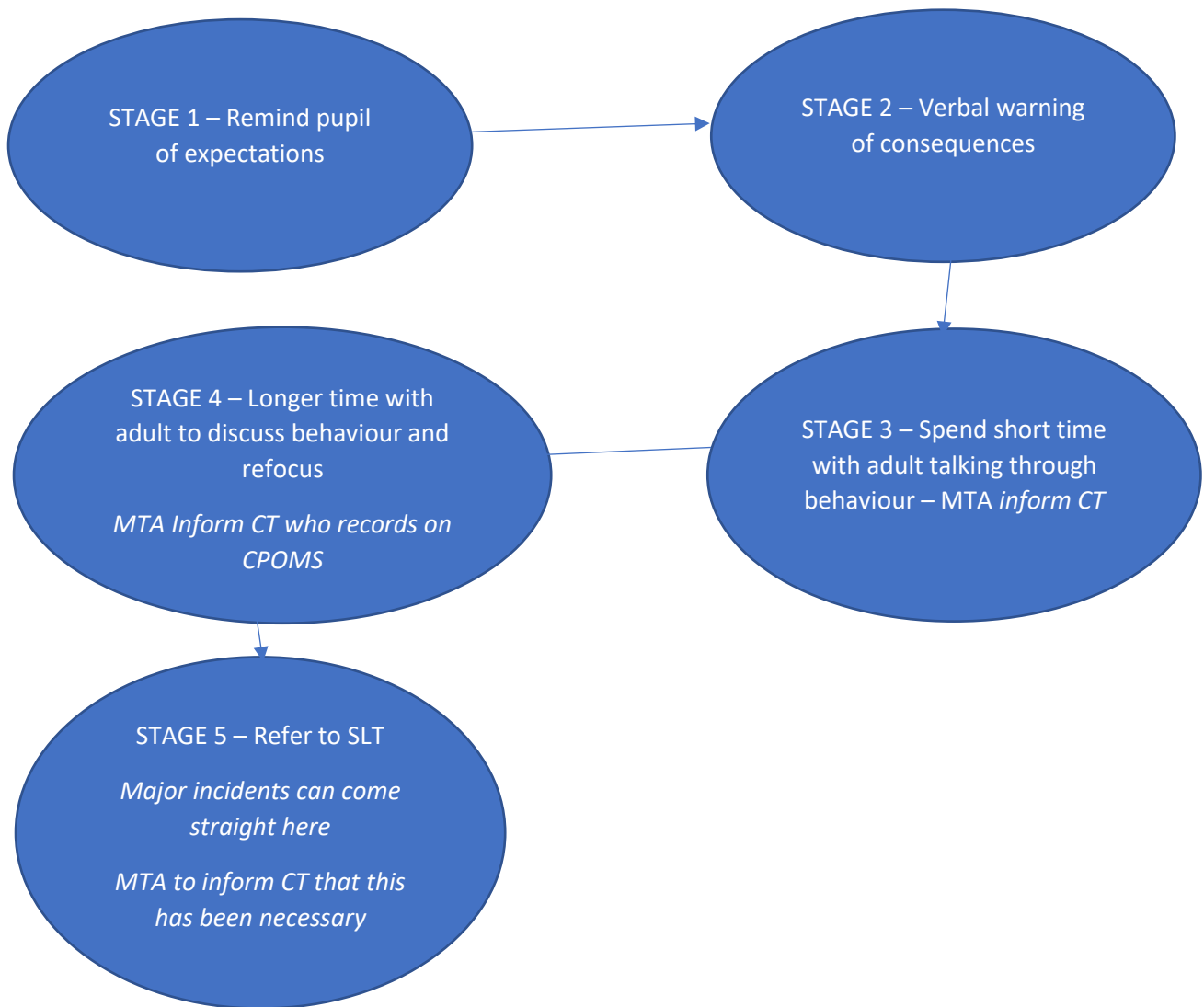
1. What happened?
2. What were you thinking and feeling at the time?
3. What have you thought about it since?
4. Who has been affected and in what way?
5. How could things have been done differently?
6. What do you think needs to happen to make things right?

Any member of staff who is not the class teacher must pass any behavioural incidents over to the class teacher at the nearest opportunity. For lunchtime staff this will be when the class are collected from the playground at the end of lunch. The behaviour incident will need to be logged if stage 4 is reached by the adult who dealt with the incident.

More serious incidents will need to be dealt with quickly. If a child is hurt by another child then the priority is assuring that the injured child is happy and safe. Any physical hurting behaviour needs to be investigated by first talking to the pupils concerned. If a pupil is non-compliant or aggressive then the supervising adult should first attempt to de-escalate the situation, and call on help to ensure any injuries are simultaneously being treated. Serious incidents must be referred to a member of SLT, who the office will help to locate. Once a matter is referred to SLT, the SLT member will be responsible for follow up actions.

Specifically, in the case of more serious incidents this includes: contacting parents or carers; recording on CPOMS; issuing and organising any sanctions.

FLOW CHART OF BEHAVIOUR PATHWAYS PLAYGROUND



Suspensions and Permanent Exclusions

Suspension – when a pupil is removed from the school for a fixed period. This was previously referred to as a ‘fixed-term exclusion’.

Permanent exclusion – when a pupil is removed from the school permanently and taken off the school roll. This is sometimes referred to as an ‘exclusion’.

Off-site direction – when a governing board of a maintained school requires a pupil to attend another education setting temporarily, to improve their behaviour.

Parent/carer – any person who has parental responsibility and any person who has care of the child.

Managed move – when a pupil is transferred to another school permanently. All parties, including parents/carers and the admission authority for the new school, should consent before a managed move occurs.

Roles and responsibilities

The headteacher

Deciding whether to suspend or exclude

Only the headteacher, or acting headteacher, can suspend or permanently exclude a pupil from school on disciplinary grounds. The decision can be made in respect of behaviour inside or outside of school. The headteacher will only use permanent exclusion as a last resort.

A decision to suspend a pupil will be taken only:

- In accordance with the school’s behaviour policy
- To provide a clear signal of what is unacceptable behaviour
- To show a pupil that their current behaviour is putting them at risk of permanent exclusion

Where suspensions have become a regular occurrence, the headteacher will consider whether suspensions alone are an effective sanction and whether additional strategies need to be put in place to address behaviour issues.

A decision to exclude a pupil will be taken only:

- In response to serious or persistent breaches of the school’s behaviour policy, and
- If allowing the pupil to remain in school would seriously harm the education or welfare of others

Before deciding whether to suspend or exclude a pupil, the headteacher will:

- Consider all the relevant facts and evidence on the balance of probabilities, including whether the incident(s) leading to the exclusion were provoked
- Allow the pupil to give their version of events
- Consider whether the pupil has special educational needs (SEN)
- Consider whether the pupil is especially vulnerable (e.g. the pupil has a social worker, or is a looked-after child (LAC))
- Consider whether all alternative solutions have been explored, such as:
 - For suspensions, detentions or other sanctions provided for in the behaviour policy

- For exclusions, off-site direction or managed moves

The headteacher will consider the views of the pupil, in light of their age and understanding, before deciding to suspend or exclude, unless it would not be appropriate to do so.

Pupils who need support to express their views will be allowed to have their views expressed through an advocate, such as a parent/carer or social worker.

The headteacher will not reach their decision until they have heard from the pupil, and will inform the pupil of how their views were taken into account when making the decision.

Informing parents/carers

If a pupil is at risk of suspension or exclusion, the headteacher will inform the parents/carers as early as possible, in order to work together to consider what factors may be affecting the pupil's behaviour, and what further support can be put in place to improve the behaviour.

If the headteacher decides to suspend or exclude a pupil, the parents/carers will be informed, in person or by telephone, of the period of the suspension or exclusion and the reason(s) for it, without delay.

The parents/carers will also be provided with the following information in writing, without delay:

- The reason(s) for the suspension or permanent exclusion
- The length of the suspension or, for a permanent exclusion, the fact that it is permanent
- Information about the parents/carers' right to make representations about the suspension or permanent exclusion to the governing board and, where the pupil is attending alongside parents/carers, how they may be involved in this
- How any representations should be made
- Where there is a legal requirement for the governing board to hold a meeting to consider the reinstatement of a pupil, and that parents/carers have a right to attend the meeting, be represented at the meeting (at their own expense) and bring a friend
- That parents/carers have the right to request that the meetings be held remotely, and how and to whom they should make this request

If the pupil is of compulsory school age, the headteacher will also notify parents/carers without delay and by the end of the afternoon session on the first day their child is suspended or permanently excluded, that:

- For the first 5 school days of an exclusion (or until the start date of any alternative provision or the end of the suspension, where this is earlier), the parents/carers are legally required to ensure that their child is not present in a public place during school hours without a good reason. This will include specifying on which days this duty applies
- Parents/carers may be given a fixed penalty notice or prosecuted if they fail to do this

If alternative provision is being arranged, the following information will be included, if possible:

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

- The start and finish times of any such provision, including the times for morning and afternoon sessions, where relevant
- The address at which the provision will take place
- Any information the pupil needs in order to identify the person they should report to on the first day

If the headteacher does not have all the information about the alternative provision arrangements by the end of the afternoon session on the first day of the suspension or permanent exclusion, they can provide the information at a later date, without delay and no later than 48 hours before the provision is due to start.

The only exception to this is where alternative provision is to be provided before the sixth day of a suspension or permanent exclusion, in which case the school reserves the right to provide the information with less than 48 hours' notice, with parents/carers' consent.

If the headteacher cancels the suspension or permanent exclusion, they will notify the parents/carers without delay, and provide a reason for the cancellation.

Informing the governing board

The headteacher will, without delay, notify the governing board of:

- Any permanent exclusion, including when a suspension is followed by a decision to permanently exclude a pupil
- Any suspension or permanent exclusion that would result in the pupil being suspended or permanently excluded for a total of more than 5 school days (or more than 10 lunchtimes) in a term
- Any suspension or permanent exclusion that would result in the pupil missing a National Curriculum test or public exam
- Any suspension or permanent exclusion that has been cancelled, including the reason for the cancellation
- Informing the local authority (LA)

The headteacher will notify the LA of all suspensions and permanent exclusions without delay, regardless of the length of a suspension.

The notification will include:

- The reason(s) for the suspension or permanent exclusion
- The length of a suspension or, for a permanent exclusion, the fact that it is permanent

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

The headteacher must notify the LA without delay of any cancelled exclusions, including the reason the exclusion was cancelled.

Informing the pupil's social worker and/or virtual school head (VSH)

If a:

- Pupil with a social worker is at risk of suspension or permanent exclusion, the headteacher will inform the social worker as early as possible
- Pupil who is a looked-after child (LAC) is at risk of suspension or exclusion, the headteacher will inform the VSH as early as possible

This is in order to work together to consider what factors may be affecting the pupil's behaviour, and what further support can be put in place to improve the behaviour.

If the headteacher decides to suspend or permanently exclude a pupil with a social worker/a pupil who is looked after, they will inform the pupil's social worker/the VSH, as appropriate, without delay, that:

- They have decided to suspend or permanently exclude the pupil
- The reason(s) for the decision
- The length of the suspension or, for a permanent exclusion, the fact that it is permanent
- The suspension or permanent exclusion affects the pupil's ability to sit a National Curriculum test or public exam (where relevant)
- They have decided to cancel a suspension or permanent exclusion, and why (where relevant)

The social worker/VSH will be invited to any meeting of the governing board about the suspension or permanent exclusion. This is so they can provide advice on how the pupil's background and/or circumstances may have influenced the circumstances of their suspension or permanent exclusion. The social worker should also help ensure safeguarding needs and risks, and the pupil's welfare are taken into account.

Cancelling suspensions and permanent exclusions

The headteacher may cancel a suspension or permanent exclusion that has already begun, or one that has not yet begun, but only where it has not yet been reviewed by the governing board. Where there is a cancellation:

- The parents/carers, governing board and LA will be notified without delay
- Where relevant, any social worker and VSH will be notified without delay
- The notification must provide the reason for the cancellation
- The governing board's duty to hold a meeting and consider reinstatement ceases
- Parents/carers will be offered the opportunity to meet with the headteacher to discuss the cancellation, which will be arranged without delay
- The pupil will be allowed back in school without delay

Any days spent out of school as a result of any exclusion, prior to the cancellation, will count towards the maximum of 45 school days permitted in any school year.

A permanent exclusion cannot be cancelled if the pupil has already been excluded for more than 45 school days in a school year or if they will have been so by the time the cancellation takes effect.

Providing education during the first 5 days of a suspension or permanent exclusion

During the first 5 days of a suspension, if the pupil is not attending alternative (AP) provision, the headteacher will take steps to ensure that achievable and accessible work is set and marked for the pupil. Online pathways such as Education City may be used for this. If the pupil has a special

educational need or disability, the headteacher will make sure that reasonable adjustments are made to the provision where necessary.

If the pupil is looked after or if they have a social worker, the school will work with the LA to arrange AP from the first day following the suspension or permanent exclusion. Where this isn't possible, the school will take reasonable steps to set and mark work for the pupil, including the use of online pathways.

This policy is linked to the Suspension and Permanent Exclusion Policy.