

MANEY HILL PRIMARY SCHOOL



BEHAVIOUR POLICY

Reviewed By Staff:	Sept 2023
Governor Ratification Date:	October 2023
Next Review Date:	Sept 2024

AIMS

The success of Maney Hill Primary School lies in the partnership between staff, parents, governors and children. This policy and supporting guidelines aim to build on this and sustain an environment in which children behave appropriately, taking a measure of responsibility for their own learning and personal and social development. Our aim is that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring school community, whose values are built on mutual trust and respect for all.

This policy aims to:

- create a culture of exceptionally **good behaviour: for learning, for community, for life**
- ensure that all learners are treated fairly, shown respect and good relationships are promoted
- help learners take control over their behaviour and be responsible for the consequences of it
- build a community which values kindness, care, good humour, good temper and empathy for others
- promote community cohesion through improved relationships
- refuse to give learners attention and importance for poor conduct
- ensure that excellent behaviour is a minimum expectation for all
- **ensure everyone feels safe**
- promote care and a **responsibility for looking after the school environment**
- ensure that behaviour management strategies, both rewards and consequences are used consistently

The purpose of the policy is to provide simple, practical procedures for staff and learners that:

- recognise behavioural norms
- positively reinforce behavioural norms
- promote self-esteem and self-discipline
- teach appropriate behaviour through clearly defined expectations, rewards and consequences
- celebrate and share positive learning and community behaviours
- We explicitly teach what good behaviour looks like
- Under no circumstances is poor behaviour acceptable and when it occurs it is dealt with immediately. Maintaining a positive culture requires constant work and our staff positively reinforce the behaviour that reflects the values of the school and prepares children to engage in their learning. We encourage open discussions around differences between people, we actively challenge prejudice, and we celebrate diversity

This policy is based on advice including:

- The Equality Act 2010
- Special educational needs and disability (SEND) code of practice.
- Behaviour and discipline in schools (DfE)

ROLES and RESPONSIBILITIES

Governors' responsibilities:

- a. reviewing and approving the written statement of behaviour principles
- b. reviewing and approving a behaviour policy
- c. monitoring the policy's effectiveness, holding the Head teacher to account for its implementation

Head teacher's responsibilities:

- a. reviewing and approving a behaviour policy in conjunction with the Governors, giving due consideration to the school's statement of behaviour principles
- b. ensuring that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour
- c. monitoring how staff implement this policy to ensure rewards and consequences are applied consistently

Staff responsibilities:

- a. implementing the behaviour policy consistently
- b. modelling positive behaviour
- c. providing personalised approaches to the individual behavioural needs of pupils if required
- d. managing and recording behaviour incidents

The senior leadership team will support staff in responding to behaviour incidents.

Parents' roles:

- a. supporting their child in adhering to good behaviour
- b. informing the school of any changes in circumstances that may affect their child's behaviour
- c. discussing any behavioural concerns with the class teacher promptly

Pupil roles:

Children must understand:

- to be Ready, Respectful & Safe
- What they can do
- What they can not do
- Good behaviour will be recognised and rewarded
- Poor behaviour will not be allowed and may be sanctioned

The behaviour we accept is the behaviour we walk past.

The aim is to create an ethos where children behave well because that is what is expected and they know that their efforts will be valued. Children and staff should be proud of their behaviour

Adults speaking to children including lunch time supervisors and supply staff.

If we want children to respect each other than adults must speak respectfully to children.

- Try to avoid shouting
- Use a positive tone
- Avoid criticising the child – it is the behaviour that we want to manage.
- Use MAPA/NVCI de-escalation techniques

GOOD BEHAVIOUR

Behaviour is good when pupils:

- Pupils are **Ready, Respectful and Safe**
- meet realistically and appropriately set work targets
- listen attentively
- respond to instructions
- take pride in their work
- respond to well-established classroom routines
- wear the correct uniform (including PE kit)
- have the correct equipment
- complete homework within specified timescales
- demonstrate co-operation with teachers, peers, support staff and visitors
- show politeness and good manners towards others
- make it possible for all to learn
- respect others' property, feelings, rights, religious beliefs and cultural identity
- take pride in the whole school and classroom environment, its property and equipment
- enter and leave the classroom and move around school in a calm, quiet way
- are aware of other children's rights and safety at playtime
- use school equipment and resources appropriately, as directed

UNACCEPTABLE BEHAVIOUR

Misbehaviour includes:

- Disruption and disturbing learning in classrooms and at break and lunchtimes
- Non-completion of classwork or homework
- Inappropriate use of language
- Incorrect uniform
- Preventing others from learning
- Rudeness

Serious misbehaviour includes:

- Repeated breaches of our school's expectations
- Any form of bullying
- Intentionally damaging school equipment
- Theft
- Fighting
- Discriminatory behaviour

REWARDS and CONSEQUENCES

Rewards for positive behaviour consist of:

- Verbal Praise and recognition
- Team points
- Praise certificate for attitude, effort and academic achievement–given in Merit assemblies weekly
- Stickers
- Lunchtime behaviour stickers
- Whole class praise awards
- Tell parents –HT postcard home or CT certificates
- Send children to other teachers and phase co-ordinator.
- Special mention in Newsletter or website
- School values award
- Extra Playtime
- Lunchtime top-table award
- Moving up the class charts.

Consequences of misbehaviour consist of:

Children must be encouraged to take responsibility for their own actions and recognise how their behaviour will affect the way in which they are treated.

- Time Out
- Loss of playtime or break time to catch up on lost learning
- Discussion of unacceptable behaviour with class teacher or senior leader
- Completing late homework during break time or lunchtime
- Work with another adult or in a different classroom
- Sent to Head teacher
- Time Out note or Behaviour Letter sent home and/or phone call to parents
- A fixed term suspension
- A personalised behaviour plan for persistent misbehaviour
- Managed move to another school
- Permanent exclusion

The above are generally hierarchical but serious behaviour can warrant a significant escalation.

Confiscation of inappropriate items may also occur – this is in line with the guidance available from <https://www.gov.uk/government/publications/searching-screening-and-confiscation> (Screening and searching pupils for weapons).

No intimate searches will be carried out unless instructed by Police. All pupils will be escorted by a DSL.

Classroom Management

Classroom Management Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave.

Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding that will enable the children to work and play in cooperation with others. Praise should be used to encourage good behaviour as well as good work.

The curriculum should be well matched to pupil needs.

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. In an environment where respect is central, loss of respect, or disapproval, is a powerful sanction.

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.
- Group sanctions should be avoided as they breed resentment.
- There should be a clear distinction between minor and major offences.
- It should be the behaviour rather than the person that is reprimanded.

Sanctions include loss of privileges such as out of school trips, after school clubs etc.

Following the consultation through school council – children feel the following are reasonable sanctions.

Time out; Missing playtime; Complete work in own time; Lines; Being sent to a senior member of staff.

At Maney Hill we will use the agreements drawn up at the start of the year. These will be written to emphasise positive behaviour and attitude.

Teachers feel that writing lines is a meaningless task as so despite pupils' wanting this as a sanction, we have decided against this.

Pupils have to know that good behaviour brings desirable consequences and bad behaviour brings less desirable consequences. Often a quiet conversation explaining why the behaviour is being challenged or a 'teacher's look' will be sufficient to change behaviour however further sanctions can be applied.

PUPIL SUPPORT

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage.

Whilst all pupils identified with SEND are covered under this behaviour policy, we recognise that pupils with SEND may require support, which is different from, or in addition to, that required by their peers in order to take full advantage of the educational opportunities available to all pupils.

Advice may be sought from external agencies to identify and support specific needs in order to further support a child with SEND displaying challenging behaviour.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

The school will anticipate likely triggers of misbehaviour and put in place support to try to prevent them.

PUPIL TRANSITION

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

Where behaviour is a concern for a pupil with special educational needs, the pupil's new class teacher will be invited to their end of year One Page Profile review meeting to ensure that they have the opportunity to communicate with the pupil's family prior to them starting the new school year.

Pupil Conduct Outside School

As part of their learning children will be given opportunities to go off site to visit places of special interest as day trips and residential. We believe that children should behave in a positive way regardless of the setting they find themselves in e.g. on the way to school. In order to be able to undertake these activities it will be necessary to ask for help from parents and carers.

Latest advice from the DFE is from July 2022 concerning such arrangements has changed and gives the school greater authority to discipline pupils. This authority has been extended to adult volunteers and in volunteering people will be given advice as to the level of sanctions they can apply to disruptive and rude pupils.

The advice also extends to the school's ability to investigate and sanction undesirable behaviour on the way to and from school. The school will also apply these rules/rewards to out of school behaviour. Please also refer to our policies on Anti-bullying, Physical Intervention and Accessibility and Disability.

The views of children have been used to formulate the policy, it is clear in the rules, rewards and sanctions.

Exclusions

This policy is used alongside the Exclusion Policy.

The Head teacher may exclude a pupil, or pupils from school in line with the LA and DFE policy on exclusion and inclusion.

Guidelines are laid down in 'Improving behaviour and attendance: guidance on suspension and exclusions from schools & Pupil referral units – September 2008; updated February '15; Jan '16; Sept 2022

At Maney Hill we believe that exclusion is a last resort. We will exclude children for:

- Extreme or persistent violence to others.
- Racism
- Possession of an illegal substance
- Persistent disruption and application of our AD sanctions.
- Persistent or systematic bullying.
- A child who presents a safeguarding issue to others in our school community.
- Possession of an illegal or dangerous weapon
- *Severe damage to property or arson

Exclusions will follow the premise of fixed term 1 day, 3 day, 5 day, permanent.

Police involvement may be necessary for serious or persistent misconduct.

There may be amendments to this broad categorisation for SEND and safeguarding reasonable adjustments.

We will consider the use of internal exclusion as part of this strategy. This will be on an individual basis. In some cases, where a duty of care exists as part of the decision to exclude, internal exclusion may well be used for welfare reasons but carry the same weight as an external exclusion (in terms of the procedure for exclusion if escalated)

Permanent exclusion will be a last resort, however serious one-off incidents e.g.

Sexual harassment, extreme violence, theft, arson, vandalism, cyber bullying or threatening behaviour may result in a permanent exclusion.

Physical Restraint/safe handling

It may be necessary to restrain a pupil(s).

Several school staff have received Restraint Handling from Team-Teach

Team Teach is an accredited, award-winning provider of positive behavioural management training suitable for use throughout the education sector, from early years upwards.

Our strategies equip staff working in primary school environments with the tools they need to understand behaviour, manage challenging situations in the classroom, and minimise serious incidents.

Where appropriate, Special Needs Behaviour Management

The Class Teacher, Inclusion Support, Behaviour Support Team, Project Shield and/or CAMHS and the SENCO, will devise an individual behaviour plan for children where appropriate. Parents will be involved in this.

It is important to record behaviours in an on-going log book for individuals that require it. This will take the form of an 'ABC' approach (Antecedent, Behaviour, Consequence).

However, it is likely that before an ABC chart is used, a more simplistic chart to record positive affirmation of the correct behaviours is likely to be implemented, particularly for younger children.

A part-time timetable will be considered as part of this provision as a short-term intervention, leading to full time provision quickly. A risk assessment will always be completed along with full parental involvement and this will be reviewed weekly to assess the suitability of provision.

Monitoring the behaviour of pupils becomes important to ensure that every one is safe and happy. Obviously, any staff working during extended school hours will deal with behavioural issues in accordance with the agreed procedures. Any problems thereafter should be recorded and reported to the class teacher/ head teacher if deemed necessary.

At Maney we consider whether a pupil's SEND has contributed to the misbehaviour and if so, whether it is appropriate and lawful to sanction the pupil. In considering this, we refer to The Equality Act 2010 and schools' guidance to ascertain whether the pupil understood the rule or instruction and whether the pupil was unable to act differently at this time as a result of their SEND.

We also consider whether any reasonable adjustments need to be made to the sanction in response to any disability the pupil may have. It is also important for the school to seek to try and understand the underlying causes of behaviour and whether additional support is needed. (See Appendix 3)

Appendix 1: Written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected
- Every pupil understands they have the right to learn, free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Expectations, rewards and consequences are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- Exclusions will only be used as a last resort. The Local Authority outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Good relationships between the school and pupils' home life are important. Parents are informed of behaviour incidents and working as partners provides consistency for the pupil, supporting improved outcomes

The Governing Board also emphasises that violence or threatening behaviour will not be tolerated under any circumstances.

Appendix 2:

Maney Hill Behaviour Blue Print



	What does it look like?	What happens	What happens next?
What we expect	All children start at expected. Children are ready, respectful and safe. They are ready to learn	Positive reinforcements. Praise Team points Lunchtime top table Sent for special stickers Special mention in Newsletter Merits	Amazing – role model, keep it up!
Stage 1 Think about changing. Focus on learning. Be kind	An adult reminds you about making the right choice and expected learning behaviours (Up to 3 reminders)	An adult will remind you what you are doing and then share what behaviour we want from you. They will remind you of school rules. You have a chance to change your behaviour and make the right choice. If you need help ask!	Learn from your mistake. Get back on track...you can do it. Get back to expected.
Stage 2 A word from an adult Catch up lost learning	You need another reminder and an adult will talk with you about how to improve.	An adult will remind you of rules and expectations and ask you to stop the poor behaviour choices and explain why. You will make up for lost learning at break or lunchtime or the next day. (Teacher records)	If you keep getting on to stage 1 or 2 your teacher may contact your parents to help you make the right choices. (If 3 stage 2's in half a term, move up to Stage 3)
Stage 3 Reflection	You continue to make the wrong choices.	Teacher decides you need to work in a different classroom or other supervised space/area. Teacher will record what has happened and ask you to 'REFLECT' on the behaviours and how to improve. AHT's informed and they will share with parents. (AHT record Stage 3's.)	NEW DAY...NEW START Reflect and make a Fresh Start. (If 3 Stage 3's in a half-term, moved to Stage 4, parents will be invited in to school for a behaviour meeting with AHTs, Amber letter)
Straight to Stage 3	Some things are serious and are not ok to do even once.	As above. Sent to AHT for a conversation.	
Stage 4 Working in a different area Playtime and lunchtime in a different area	Repeated stage 3 behaviour (3 times in a half-term) means Stage 4 If you have damaged school property you will be asked to perform a task during a break (but must be after they have eaten at lunchtime if the behaviour is lunch	You will complete work and break times, including lunchtime, in a different classroom/area as determined by AHT. (AHT's will record Stage 4's) (In school meeting with AHT's)	If behaviour doesn't improve then your parents will be contacted formally and informed by letter (Red Letter, move to Stage 5) and we may consider a referral to the inclusion team for further support.

	time specific) to make amends to the school community.		
Stage 5 Sent to Head teacher	Behaviour doesn't improve after Stage 4 Serious incident	Head teacher meeting with child. Head teacher meeting with parents and child	Head teacher meeting with child. Head teacher meeting with parents and child
Stage 6 Suspension/Exclusion Persistently disruptive behaviours and serious misconduct	Repeated Stage 4 behaviours or where there is serious behaviour and a risk of permanent exclusion.	The Head teacher may suspend or permanently exclude a pupil from school.	Any suspensions or exclusions will be in line with the LEA and DFE policy on exclusion and inclusion. Guidelines are laid down in 'Improving behaviour and attendance: guidance on suspension and exclusions from schools & Pupil referral units – September 2008; updated February '15; Jan '16; Sept 2022

Appendix 3

Responses and sanctions: A guide

This is only a guide, it is not exhaustive but should guide staff, children and parents with a bit more clarity about expectations, behaviours and possible sanctions.

Example of Behaviour		Possible response & Sanctions	Exclusion Tariff	Standard Procedures
S T A G E 1	<ul style="list-style-type: none"> Talking out of turn during class/group discussion time, or when a teacher or other adult is talking Raised voices from a group or individual child Off task behaviour Not immediately responding to an instruction Any attention seeking behaviour 	<p>Refer to Behaviour Blue print:</p> <ul style="list-style-type: none"> Use stepped behaviour interventions Use micro scripts <p>Sanctions</p> <ul style="list-style-type: none"> Tactically ignore unwanted behaviour and praise immediately the child begins the correct behaviour Non-verbal tactics – eye contact, thumbs up or down, shake or nod of head, a smile, the extended hand, raised eyebrow and a “look” Using the School values. 		<p>Learn from your mistake. Get back on track...you can do it.</p> <p>Get back to expected.</p> <p>Restorative conversation.</p>

Example of Behaviour		Possible response & Sanctions	Exclusion Tariff	Standard Procedures
S T A G E 2	<p>*Constant repetition of behaviour demonstrated at previous stage (Stage 1)</p> <ul style="list-style-type: none"> Ignoring the teacher’s instructions on several occasions Taking or hiding property Destroying academy or other children’s property or work Rudeness to peers or adults – name calling, taunting, swearing, not respecting other peoples space *Silliness in corridors/toilets/assembly etc Leaving the classroom without permission 	<p>Refer to Behaviour Blue print:</p> <ul style="list-style-type: none"> Use stepped behaviour interventions Use micro scripts <p>Sanctions</p> <ul style="list-style-type: none"> Using the School values. <p>*Lost Learning timeout to catch up to complete work in own time</p> <p>* Write a letter of apology</p> <p>* Time out in or outside class to reflect</p> <p>*Carry out a useful task within school</p> <p>*If personal items are being used inappropriately then confiscate.</p>	Break or lunch time	<p>Restorative conversations</p> <p>Refer to school values</p> <p>Remind about repeated behaviours escalating to STAGE 3 and AHT conversation</p> <p>RECORD on Class Behaviour sheet</p>

Example of Behaviour		Possible response & Sanctions	Exclusion Tariff	Standard Procedures
S T A G E 3	<p>*Constant repetition of behaviour demonstrated at previous stage (Stage 2)3</p> <p>Repeated stage 2's in a half term</p> <p>* Serious challenges to authority, including repeated refusal to undertake tasks</p> <p>* Deliberately throwing objects with the intention of breaking them or hurting someone</p> <p>*Uncontrolled anger including kicking furniture, slamming doors, shouting at adults.</p> <p>*Harming someone</p> <p>* Harmful or offensive name calling, including racist remarks or obscene language</p>	<p>Refer to Behaviour Blue print:</p> <ul style="list-style-type: none"> • Use stepped behaviour interventions • Use micro scripts <p>Sanctions</p> <ul style="list-style-type: none"> • Using the School values. <p>* In the case of racist incidents, the incident will be recorded and reported to the Head Teacher.</p> <ul style="list-style-type: none"> • Possible Removal from classroom to work for a fixed period of time. • Possible Lunchtime removal from playground for a fixed period of time • AHT's call home and conversation recorded in Behaviour Record File. • Confiscation of personal items where these are being used inappropriately. • Referral to Principal • AHT's call parents to discuss behaviours and consequences 	<p>Break or lunch time</p> <p>Work outside class or in another supervised space</p>	<p>Restorative conversations</p> <p>Refer to school values</p> <p>AHT's informed and they will share with parents via phone call or end of day (AHT record Stage 3's.)</p> <p>(If 3 Stage 3's in a half-term, moved to Stage 4, parents will be invited in to school for a behaviour meeting with AHTs, Amber letter)</p>

Example of Behaviour		Possible response & Sanctions	Exclusion Tariff	Standard Procedures
S T A G E 4	<p>*Constant repetition of behaviour demonstrated at previous stage (Stage 3)3</p> <p>Repeated stage 3's in a half term</p> <p>*Fighting and intentional physical harm to other children</p> <p>*Serious and persistent challenges to authority (refusing to work, refusing to leave the room, creating a situation which it is impossible for teaching and learning to take place,</p>	<p>Refer to Behaviour Blue print:</p> <ul style="list-style-type: none"> • Use stepped behaviour interventions • Use micro scripts <p>Sanctions</p> <ul style="list-style-type: none"> • Using the School values. <ul style="list-style-type: none"> • Immediate removal of pupil from the scene/incident • Possible involvement of AHT/Principal • Confiscation of personal items 	<p>Break or lunch time</p> <p>Work outside class or in another supervised space</p>	<p>Restorative conversations</p> <p>Refer to school values</p> <p>AHT's informed and they will invite parents in to school for a face to face meeting (AHT record Stage 4's.)</p>

	<p>deliberate destruction of property</p> <p>*Leaving or attempting to leave the school grounds without permission (adults will not chase or restrain the child unless not doing so will place the child at risk)</p> <p>*Verbal abuse of any staff (swearing and offensive remarks)</p> <p>*persistent bullying including racial and sexual harassment.</p>	<p>where being used inappropriately</p> <ul style="list-style-type: none"> • Drawing up a behaviour plan • Performa task in school to help school or help improve an area. 	<p>If behaviour doesn't improve then your parents will be contacted formally and informed by letter (Red Letter, move to Stage 5) and we may consider a referral to the inclusion team for further support.</p>
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Example of Behaviour	Possible response & Sanctions	Exclusion Tariff	Standard Procedures
<p>S</p> <p>T</p> <p>A</p> <p>G</p> <p>E</p> <p>5</p>	<p>*Constant repetition of behaviour demonstrated at previous stage (Stage 4)3</p> <p>Repeated stage 4's in a half term</p> <p>* Extremely dangerous or violent behaviour (throwing items of furniture directly at a child or adult, use of a weapon (including items not intended for use as a weapon e.g. sports equipment), arson)</p> <p>* Very serious challenges to authority (see above and situations in which ignoring authority places him/herself or others in danger).</p> <p>* Physical abuse of any staff member (purposeful violence towards adults (but not necessarily violence when a child is being restrained or removed), spitting, pinching, biting, slapping, headbutting, punching, kicking etc.).</p>	<p>Refer to Behaviour Blue print:</p> <ul style="list-style-type: none"> • Use stepped behaviour interventions • Use micro scripts <p>Sanctions</p> <ul style="list-style-type: none"> • Using the School values. • Immediate removal of pupil from the scene • Immediate involvement of Headteacher • Confiscation of personal items where these are being used inappropriately • Immediate contact with parents to discuss incident • Drawing up of a Behaviour Plan 	<p>Break or lunch time not with peers or on their own</p> <p>Work outside class or in another supervised space for between 1 to 5 days</p> <p>Restorative conversations</p> <p>Refer to school values</p> <p>Head teacher meeting with child.</p> <p>Head teacher meeting with parents and child.</p> <p>Headteacher shares risk of suspension or exclusion.</p>

Example of Behaviour		Possible response & Sanctions	Exclusion Tariff	Standard Procedures
S T A G E 6	<p>*Repetition of behaviour demonstrated at previous stage (Stage 5)</p> <p>* Extremely dangerous or violent behaviour (throwing items of furniture directly at an child or adult, use of a weapon (including items not intended for use as a weapon e.g. sports equipment), arson)</p> <p>* Very serious challenges to authority (see above and situations in which ignoring authority places him/herself or others in danger).</p> <p>* Physical abuse of any staff member (purposeful violence towards adults (but not necessarily violence when a child is being restrained or removed), spitting, pinching, biting, slapping, headbutting, punching, kicking etc.).</p>	<p>Repeated behaviours or where there is serious behaviour and a risk of permanent exclusion</p>	<p>Fixed term suspensions or permanent exclusion</p>	<p>Head teacher meeting with child.</p> <p>Head teacher meeting with parents and child.</p> <p>Headteacher shares suspension or exclusion with Governing Body.</p> <p>Any suspensions or exclusions will be in line with the LEA and DFE policy on exclusion and inclusion. Guidelines are laid down in 'Improving behaviour and attendance: guidance on suspension and exclusions from schools & Pupil referral units – September 2008; updated February '15; Jan '16; Sept 2022</p>

Appendix 4

SPECIAL EDUCATION: BEHAVIOUR LOG/ABC DATA RECORDING CHART

A Behaviour Log is an ongoing daily tracking form for keeping a record of a student's behaviour. It is an important tool in identifying patterns in behaviour, modifying or adjusting intervention strategies, and in evaluating the success of intervention. It is also an important tool in communicating with parents/guardians, community agency support services, school administration, and Inclusion support services.

A Behaviour Log can be used to track any type of behaviour—from mild, inappropriate behaviours such as social skills (e.g., taking turns, asking for help, joining play activities) to more severe inappropriate behaviours such as non-compliance (e.g., refusing to follow instruction, disrupting the class, leaving the area) and to very serious inappropriate behaviours such as physical aggression and assault (risk of injury) that require physical intervention by staff.

Where "Planned Physical Restraint" on an ongoing basis is part of a student's Safety Plan (See individual risk assessments) the Behaviour Log is used to track and document incidents requiring physical restraint, rather than the school Team Teach restraint log. However, if injury to staff or student occurs, the Team teach and accident forms must be completed.

A Behaviour Log contains six sections:

Time of the Incident:

- Date/Time the incident occurred

Location:

- Where the incident occurred

People/Person Involved:

- Name of staff member(s) involved or present and completing and recording in the Behaviour Log.

Antecedent/Trigger:

- Record what was happening prior to the student demonstrating inappropriate behaviour and what occurrence(s) triggered the behaviour.

Behaviour:

- Record the details of the inappropriate behaviour, i.e., a description of what the student did, how long the behaviour lasted, and the level of severity. Also record what intervention by staff occurred – include how long it took to bring the behaviour under control.

Consequence:

- Record if intervention was successful in stopping the behaviour during this incident, what the student did following the intervention (e.g., resumed appropriate behaviour), was removal required, etc. Also include any follow-up action such as communication with school administration and/or parents/guardians and consequences such as time out, detention, or suspension.

Function:

- Reason for the behaviour, i.e., escape, attention, sensory, tangible

ABC Data Recording Chart

Name:

Behaviour:

Time	Location	People/Person Involved	ANTECEDENT Describe the triggers or what happened just before...	BEHAVIOUR Describe what happened...	CONSEQUENCE What positive or negative event occurred immediately following	Possible Function (escape, attention, sensory, tangible)

Annex A

Behaviour letters

Amber letter: 3 stage 3 incidents in a half term or straight to stage 3. Invite to meeting with AHT. Stage 4

Dear parent of **[insert child's name]**,

It is with regret that I am writing to invite you to a behaviour discussion meeting at school with myself **[insert name, AHT]** on **[date]** at **[time]**.

The purpose of the meeting is to discuss the repeated unacceptable repeated stage 3 behaviours within school and to discuss how we can improve **[child's]** behaviour with support both at home and in school.

Please ensure you are familiar with the following school policies which are on the website: Behaviour, Bullying, Exclusions and Home school agreement. If you wish to have a paper copy we can print at a small charge.

Yours Sincerely

[name, AHT]

Red letter: No improvement after stage 4 meeting with AHT. Invite to meeting with Head teacher. Stage 5

Dear parent of **[insert child's name]**,

It is with regret that I am writing to invite you to a behaviour meeting at school with myself **[insert name, HT]** on **[date]** at **[time]**.

The purpose of the meeting is to discuss the repeated unacceptable repeated behaviours within school and to discuss how we can improve **[child's]** behaviour with support both at home and in school. If no improvement happens, in line with the school's behaviour policy the next stage will result in suspension or exclusion.

[if behaviour is serious nature then change to; the purpose of the meeting is to discuss the serious behaviour incident. If no improvement happens, in line with the school's behaviour policy the next stage will result in suspension or exclusion.]

Please ensure you are familiar with the following school policies which are on the website: Behaviour, Bullying, Exclusions and Home school agreement. If you wish to have a paper copy we can print at a small charge.

Yours Sincerely

[name, HT]

Annex B – Safe handling recording



Maney Hill Restraint Record

This document should be used to record any incidents where the physical restraint of a child has been deemed necessary. The form must be completed as soon after the incident as possible and the original must be given to the designated safeguarding lead person (Mr Edgerton) or the deputy designated Safeguarding Lead

Please continue on separate record sheets if necessary, all sheets must be clearly numbered, signed and dated by the person completing the form.

Name of person completing the form: _____

Date of incident: _____

Time of incident: _____

Name of child: _____ Have parents been informed? Yes / No

Name of person/s Team Teach trained: _____

Date of qualification: _____

Names of any additional adults: _____

Please complete a detailed record of the incident including, reasons behind the restraint, location, description of the incident on your arrival, what restraint techniques were employed, length of restraint and how the incident was resolved.

Annex C – Suspension and exclusion letters.

Model letter 1

From head teacher/principal (or teacher in charge of a PRU) notifying parent of a fixed period suspension of 5 school days or fewer in one term, and where a public examination is not missed.

Dear **[Parent's/Carers Name]**

I am writing to inform you of my decision to suspend **[Child's Name]** for a fixed period of **[specify period]**. This means that he/she will not be allowed in school for this period. The suspension Began/began on **[date]** and ends on **[date]**.

I realise that this suspension may be upsetting for you and your family, but the decision to suspend **[Child's Name]** has not been taken lightly. **[Child's Name]** has been suspended for this fixed period
Because **[reason for suspension]**.

You have a duty to ensure that your child is not present in a public place in school hours during this suspension on **[specify dates]** unless there is reasonable justification for this.

We will set work for **[Child's Name]** to be completed on the school days specified in the previous paragraph during the period of his/her suspension. You must ensure that he/she is not present in a public place without reasonable justification during this time. **[Detail the arrangements regarding the school work]**. Please ensure that work set by the school is completed and returned to us promptly for marking.

You have the right to make representations about this decision to the governing body/management committee **[use the applicable term]**. If you wish to make representations please contact **[Name of Contact]** on/at **[contact details — address, phone number, email]**, as soon as possible.

Whilst the

Governing body/management committee has no power to direct reinstatement, they must consider any representations you make and may place a copy of their findings on your child's school record.

You should also be aware that if you think the suspension relates to a disability your child has, and you think disability discrimination has occurred, you have the right to appeal, and/or make a claim, to the First Tier Tribunal

<http://www.justice.gov.uk/guidance/courts-and-tribunals/tribunals/send/index.htm>.

Making a claim would not affect your right to make representations to the governing body committee.

You have the right to see, and have a copy of, your child's school record. Due to confidentiality restrictions, you must notify me in writing if you wish to be supplied with a copy of your child's school record.

I will be happy to supply you with a copy if you request it. There may be a charge for photocopying.

For your information the following sources of advice are available to you;

- The Children's Legal Centre

They aim to provide free legal advice and information to parents on education matters. They can be contacted on 0300 330

- Statutory advice can be obtained from the Department for Education website on:

www.education.gov.uk

[Child's Name]'s suspension expires on **[date]** and we expect **[Child's Name]** to be back in school on **[date]** at **[time]**.

Yours sincerely

[Name]

Head teacher [teacher in charge in case of a PRU]

Model letter 2

From head teacher (or teacher in charge of a PRU) notifying parent(s) of a child of that child's fixed period suspension of more than 5 school days (up to and including 15 school days) in a term.

Dear **[Parent's name]**

I am writing to inform you of my decision to suspend **[Child's Name]** for a fixed period of **[specify period]**. This means that **[Child's Name]** will not be allowed in school for this period. The suspension start date is **[date]** and the end date is **[date]**. Your child should return to school on **[date]**.

I realise that this suspension may well be upsetting for you and your family, but my decision to suspend **[Child's Name]** has not been taken lightly. **[Child's Name]** has been suspended for this fixed period because **[specify reasons for suspension]**.

You have a duty to ensure that your child is not present in a public place in school hours during the first 5 school days **[or specify dates if suspension is for fewer than 5 days]** of this suspension, that is on **[specify dates]**.

We will set work for **[Child's Name]** during the **[first 5 or specify as appropriate]** school days of his/her suspension **[specify the arrangements for this]**. Please ensure that work set by the school is completed and returned to us promptly for marking. **[if the individual suspension is for more than 5 days]**

From the **[6th school day of the pupil's suspension [specify date]** until the expiry of his suspension we **[For PRUs the local authority] - set out the arrangements if known at time of writing, if not known say that the arrangements will be notified shortly by a further letter.]** will provide suitable full-time education. On **[date]** he/she should attend at **[give name and address of the alternative provider if not the home school]** at **[specify the time — this may not be identical to the start time of the home school]** and report to **[staff member's name]**. **[If applicable — say something about transport arrangements from home to the alternative provider. If not known, say that the arrangements for suitable full time education will be notified by a further letter].**

[School/Academy/PRU] You have the right to request a meeting of the school's discipline committee/PRU's management committee to whom you may make representations, and my decision to suspend can be reviewed. As the period of this suspension is more than 5 school days in a term the discipline committee/management committee may meet if you request it to do so. The latest date by which the discipline committee/management committee must meet, if you request a meeting, is **[specify date — no later than the 50th school day after the date on which the discipline committee were notified of this suspension]**.

If you do wish to make representations to the discipline committee/management committee, and wish to be accompanied by a friend or representative, please contact **[name of contact]** on/at **[contact details — address, phone number, email]**, as soon as possible.

Please advise if you have a disability or special needs which would affect your ability to attend or take part in a meeting at the school. Also, please inform **[contact]** if it would be helpful for you to have an interpreter present at the meeting.

You should also be aware that if you think the suspension relates to a disability your child has, and you think disability discrimination has occurred, you have the right to appeal, and/or make a claim, to the

First Tier Tribunal

(<https://www.gov.uk/courts-tribunals/first-tier-tribunal-special-educational-needs-and-disability>).

Making a claim would not affect your right to make representations to the discipline committee.

You have the right to see and have a copy of, your child's school record. Due to confidentiality restrictions, you must notify me in writing if you wish to be supplied with a copy of your child's school record. I will be happy to supply you with a copy if you request it.

There may be a charge for photocopying.

For your information the following sources of advice are available to you:

- The Children's Legal Centre

They aim to provide free legal advice and information to parents on education matters. They can be contacted on 0300 330 5485

- Statutory advice can be obtained from the Department for Education website on:

www.education.gov.uk

[**Child's Name**]'s suspension expires on [**date**] and we expect [**Child's Name**] to be back in school on [**date**] at [**time**].

Yours sincerely

[**Name**]

Head teacher [**teacher in charge in case of a PRU**]

Model letter 4

From the Head teacher of a primary, secondary or special school (or the teacher in charge of a PRU) notifying the parent(s) of that pupil's permanent exclusion.

Dear [**Parent's Name**]

I regret to inform you of my decision to expel [**Child's Name**] with effect from [**date**]. This means that

[**Child's Name**] will not be allowed in this school/this PRU unless he/she is reinstated by the governing body/the discipline committee (management committee in case of a PRU) or following the recommendations of an independent review panel.

I realise that this exclusion may well be upsetting for you and your family, but the decision to expel [**Child's Name**] has not been taken lightly. [**Child's Name**] has been expelled because [**reasons for the exclusion— include any other relevant previous history**].

You have a duty to ensure that your child is not present in a public place in school hours during the first 5 school days of this exclusion, i.e. on [**specify the precise dates**] unless there is reasonable justification.

Alternative arrangements for [**Child's Name**]'s education to continue will be made. For the first five school days of the exclusion we will set work for [**Child's Name**] and would ask you to ensure this work is completed and returned promptly to school for marking. From the sixth school day of the exclusion onwards — i.e. from [**specify the date**] the local authority will provide suitable full-time education.

As this is a permanent exclusion the governing body (or management committee in case of a PRU) must meet to consider it. At the review meeting you may make representations to the governing body/PRU management committee if you wish and ask them to reinstate your child in school. The governing body/PRU management committee have the power to reinstate your child immediately or from a specified date, or, alternatively, they have the power to uphold the exclusion in which case you may request that the case is considered by an independent review panel. The latest date by which the governing body/PRU management committee must meet is [**specify the date — the 15th school day after the date on which the governing body/PRU management committee was notified of the exclusion**]. All reasonable attempts to adhere to this deadline will be made by the school/academy.

If you wish to make representations to the governing body/PRU management committee and wish to be accompanied by a friend or representative please contact [**name of contact**] on/at [**contact details— address, phone number, email**], as soon as possible. You will, whether you choose to

make representations or not, be notified by the Clerk to the governing body/PRU management committee **[or details if not a Clerk]** of the time, date and location of the meeting. Please let us know if you have a disability or special needs which would affect your ability to attend the meeting. Also, please inform **[contact]** if it would be helpful for you to have an interpreter present at the meeting.

If you think this exclusion relates to a disability your child has, and you think discrimination has occurred, you may raise the issue with the governing body/PRU management committee. You also have the right to appeal, and/or make a claim, to the First Tier Tribunal <http://www.justice.gov.uk/guidance/courts-and-tribunals/tribunals/send/index.htm>.

Making a claim would not affect your right to make representations to the governing body/management committee.

You have the right to see and have a copy of, your child's school record. Due to confidentiality restrictions, you must notify me in writing if you wish to be supplied with a copy of your child's school record. I will be happy to supply you with a copy if you request it. There may be a charge for photocopying.

For your information the following sources of advice are available to you:

- The Children's Legal Centre
They aim to provide free legal advice and information to parents on education matters. They can be contacted on 0300 330
- Statutory advice can be obtained from the Department for Education website on: www.education.gov.uk

Yours sincerely

[Name]

Headteacher **[teacher in charge in case of a PRU]**

Model letter 5

From the clerk to the governing body (management committee in case of a PRU) to parent upholding a permanent exclusion.

Dear **[Parent's name]**

Child's Name DOB

The meeting of the governing body/management committee at **[school/academy on [date]** considered the decision by **[head teacher/teacher in charge]** to permanently expel your son/daughter **[name of child]**. The governing body/PRU management committee, after carefully considering the representations made and all the available evidence, has decided to uphold **[name of child]'sexclusion.**

The reasons for the governing body/management committee's decision are as follows: **[give the reasons in as much detail as possible, explaining how they were arrived at.]**

You have the right to request that this decision is reviewed by an Independent Review Panel. You currently have up to 25 school days of receiving this letter (or specify a date) or you will lose your right of appeal.

If you feel that you child has been discriminated against you can apply to the first tier Tribunal (Special Educational Needs and Disability) or the County Court (for other forms of discrimination).

They have the jurisdiction to hear claims of discrimination under the Equality Act 2010. If you then wish to request an Independent Review you must do this within 15 school days of receiving their final decision or you will lose your right of appeal.

You have the right to request the attendance of a Special Educational Needs (SEN) Expert at the Review, regardless of whether the school recognises that your child has SEN. If you have not lodged your request within the legal time frame you will lose your right to apply.

You may at your own expense, appoint someone to make written and/or oral representation to the panel or bring a friend to the review.

Please advise the Clerk if you have a disability or special needs which would affect your ability to attend the hearing or if you feel it would be helpful to have an interpreter present at the meeting. Your case will be heard by an Independent Review Panel (IRP), which can also hear disability discrimination claims.

A three or five member panel will comprise one serving, or recently retired (within the last 5 years), Head Teacher, one serving or recently serving, experienced Governor and one lay member who will be the Chair person. The IRP will rehear all the facts of the case - if you have fresh evidence to present to the IRP you may do so. The IRP must meet no later than the 15th school day after the date on which your appeal is lodged. In exceptional circumstances IRP's may adjourn the hearing until a later date.

In determining your appeal, the Panel can make one of three decisions.

- they may uphold your child's exclusion decision or;
- recommend that the Governing Body reconsiders their decision, or
- quash the decision and direct that the Governing Body considers the exclusion again.

For your information the following sources of advice are available to you:

- The Children's Legal Centre

They aim to provide free legal advice and information to parents on education matters. They can be contacted on 0300 330 5485

- Statutory advice can be obtained from the Department for Education website on:

www.education.gov.uk

Yours sincerely

[name]

Clerk to the Governing Body [or clerk to the Management Committee in case of a PRU]