

Behaviour & Exclusion Policy

Date approved: - Summer 2025

Date to be reviewed: - Summer 2026

Approved by: - Education and Standards Boards

1. Introduction

This is a behaviour policy but it is not primarily concerned with rule enforcement. We believe in promoting positive behaviours through the relationships that are built between every member of our school community; between these members it aims to develop our school Values:

Blidworth Oaks	Heathlands
Aspiration Inspiration Inclusion Respect Resilience Responsibility	Aspiration Pride Kindness Respect Courage Responsibility

We put these values at the heart of everything we do at school. Through teaching these Values we also believe we develop behaviours in our children that support quality learning, now and in the future, and support our children with becoming outstanding members of society.

2. Policy Development

This policy was developed in consultation with the whole school community: pupils, parents, staff and governors.

This policy has been developed from the following guidance::

- [‘Behaviour in Schools: Advice for Head Teachers and School Staff’ \(February 2024\)](#)
- [‘Behaviour and Discipline in Schools: Advice for Governing Bodies’ \(September 2015\)](#)
- [‘Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement: Guidance for maintained schools, academies, and pupil referral units in England’ \(August 2024\)](#)

The aim of the policy is to set out measures which aim to:

- Promote good behaviour, self-discipline and respect
- Prevent bullying (in conjunction with the Anti-Bullying Policy)
- Ensure pupils complete assigned work
- Regulate the conduct of pupils

In developing this policy we have also taken time to ensure our staff, parents and pupils understand it, and that it is consistently applied

This policy has also been developed to sit alongside a range of other policies but particularly the Anti-Bullying Policy, Physical Handling Policy, Child Protection and Safeguarding Policy, Equalities Policy and SEND Policy.

3. Roles and Responsibilities

Promoting positive behaviour and tackling poor behaviour is the responsibility of **everyone in the school** community and we expect everyone to work hard to promote, build and maintain our Values with each other. However, specific roles have specific responsibilities for ensuring the implementation of this policy.

Executive Head Teacher

The Executive Head Teacher has overall responsibility for this policy and behaviour within the school. In putting in place measures to deal with behaviour in the school, the Executive Head Teacher has taken into account the *Statement of Behaviour Principles* (Appendix 1 for BOPS, Appendix 2 for HPS) formulated by the Governing Body of the school.

The Executive Head Teacher must decide the standard of behaviour expected of pupils at the school. They must determine the school rules, and any disciplinary penalties for breaking the rules, and share these expectations to all school stakeholders through training or regular communication.

Leader for Behaviour

The Executive Head Teacher has appointed a leader in school to support, co-ordinate and oversee our Behaviour Policy in school. The person appointed as lead in this school is the Head of School. The Head of School is a highly visible point of contact for all members of our school community to discuss issues of behaviour including those denoting bullying behaviours and, where appropriate, referring to services.

It will be the responsibility of the Head of School to monitor the behaviours displayed in school and monitor these termly (as a minimum); reporting to the Executive Head Teacher and governors as appropriate. In the absence of the Leader for Behaviour, please contact any senior member of school staff.

Staff

From the point of induction, all staff (Teachers, Teaching Assistants, Carers, Middays, Office Staff) in our school actively engage in training in order to support them to hold high expectations of our children with regards behaviour and to ensure that all our children work to the best of their ability. All staff treat each child fairly and enforce expectations of behaviour consistently, promptly and assertively. They treat every child with understanding and respect, and **every day is a fresh start** for a child in our school.

It is the responsibility of all staff to ensure the school Values are followed and that all the children they come across behave in a responsible manner. It is the responsibility of the person leading a class to ensure the children in their group behave in the correct manner during lesson times and around school.

Governors

The Governing Body have the responsibility to set out a *Statement of Behaviour Principles* (Appendix 1 for BOPS, Appendix 2 for HPS) which the Executive Head Teacher must consider when formulating this policy and putting in place measures to tackle behaviour. The governors support the Executive Head Teacher in implementing the schools' Behaviour Policy. The governor nominated for linking with this policy is: **Jodi Ince (BOPS) & Sally Morgan (HPS)**.

Parents

The school collaborates actively with parents so that children receive consistent messages with how to behave at school and at home. We expect parents to support their child's learning and to co-operate with the school as promoted by our school Values.

We try to build a supportive dialogue between home and school and we inform parents immediately if we have any concerns regarding a child's welfare or behaviour.

If the school must use reasonable sanctions to discipline the behaviour of a child (as set out in this policy), we expect parents to support the actions of the school. If parents/carers have any concerns about the sanctions put in place, they should initially contact their child's Class Teacher. If the concern remains, they should contact the Head of School or write a formal complaint to the school. The school's complaints procedure and policy is available on the school website or at the school office.

4. Promoting Positive Behaviour

We endeavour to make our school, and every classroom, the most positive place it can be, as we believe this is the best strategy for ensuring appropriate behaviour in school. The following are just a few of our school's agreed strategies for promoting positive behaviour:

- **Values** - Our Values are displayed and applied throughout school. Values are discussed and taught in all assemblies, but particularly in the first assembly of the week, where people displaying the Values are celebrated. Values Days take place throughout the year where the focus for the day is developing our school Values, whilst linking it to an appropriate theme.
- **House Value Point System** - Our day to day, positive incentive is our House Value Point System. Every child belongs to one of four houses and specific praise, through the language of our school Values, is used to award Value Points for exhibiting the desired academic and social behaviours. Value Points are then collated for each House Team.
- **High 5 Award** - A termly incentive is offered through our High 5 Award, where children are encouraged to show continued effort towards several aspects of school life including behaviour, attendance and homework. Children who earn the High 5 are rewarded with special events such as a sleepover at school.
- **Celebration Assembly** - On Fridays every child and member of staff are invited to attend a Celebration Assembly where certificates are awarded for various positive behaviours, successes and achievements during the week. The House Team with the most Value Points that week is also announced at the end of this assembly.
- **Pastoral Teaching Assistant** - This member of staff works with individual children and parents around behaviour issues but also leads whole school initiatives to support children who are beginning to disengage from learning.
- **School Council** - Representing children from across school, our termly School Council meetings provide a pupil voice outlet through which children can share concerning behaviours from their perspective of school life, as well as become part of solution focused improvements.
- **Year 6 Responsibilities** - In Year 6, all children are encouraged to apply for and take on a role or 'job' within the school. These include House and Sports Captains, School Parliament Leaders, Reading Monitors and Assembly Monitors.

Other agreed appropriate strategies for use in our school may be:

- o Home/School Diaries
- o Individual Behaviour Plans
- o Sticker Charts
- o Referrals to the Family Hub
- o Referrals to the Sherwood Area Partnership

5. Behaviour for Learning & Conduct

The best behaviour in school is behaviour that leads to quality learning. **There is zero tolerance in our school to the disruption of learning.**

At the beginning of every academic year, Class Teachers use our Values to explicitly explore what good learner behaviours would look like in each individual class, appropriate to age and understanding of the group. Once established, these learner behaviours are then encouraged, praised and rewarded through our positive behaviour method mentioned above.

6. Sherwood Area Partnership (SAP)

The school has elected to join a local behaviour partnership called the Sherwood Area Partnership (SAP). This is a large partnership of local Primary and Secondary schools who have clustered together to pool behaviour resources and expertise. Children can be referred to the partnership for support at any time, but particularly when pupils are at risk of exclusion. The partnership also provides CPD for all staff.

7. Types of Behaviour

Type of Behaviour and Description	Procedure and Policy to Follow
<p>General Disruption & Conduct Around School Any behaviour that purposefully disrupts the ‘norm’ during class time, playtime or lunchtime ,or conduct around school that does not follow our Values. This may include talking when an adult is talking, calling out, refusing to work.</p>	<p>Follow school’s Behaviour Policy (Website)</p>
<p>Violence and Aggression It is not acceptable for anybody in our school community to show violence or aggressive behaviour, including threats, towards another person. Fighting of any kind is not allowed and we believe it is not okay to hit back.</p>	<p>Follow school’s Behaviour Policy (Website)</p>
<p>Inappropriate or Abusive Language No form of swearing or other inappropriate language is allowed at any time. It is not acceptable for anybody to use threatening or abusive language towards another person. Abusive language towards another person’s race, religion, gender, country of origin or sexuality is dealt with severely with reference to the appropriate policy: Equality, Anti Bullying or Behaviour.</p>	<p>Follow school’s Behaviour Policy (Website)</p>
<p>Bullying The school has an Anti-Bullying Policy in place. ‘Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally’, <i>Preventing and Tackling Bullying</i> (DfE, 2017).</p>	<p>Refer to school’s Anti-Bullying Policy (Website)</p>
<p>Behaviour that Involves Physical Intervention The school has a Physical Handling Policy in place. School staff should only ever physically intervene with a child when:</p> <ul style="list-style-type: none"> • they are putting themselves at risk of harm • they are putting others at risk of harm • they are damaging property • it is necessary to maintain good order and discipline in school. <p>All incidents involving physical intervention are logged on the My Concern system.</p>	<p>Refer to school’s Physical Handling Policy</p>

<p>Racism Reports of racial incidents are taken very seriously. A racist incident is any incident which is perceived as racist by the victim or any other person.</p>	<p>Refer to school's Equalities Policy (Website)</p>
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8. Consequences

We expect our children to follow our Values at all times. We spend time throughout the year, to understand what each Value means and what it looks like in action at different parts of the school day and in children's daily lives. We teach the Values through daily interactions with pupils, assemblies and whole school Values Days.

Our Unacceptable Behaviour Consequences Pathways (Appendix 4) clearly set out to children, parents and staff which behaviours are not permitted in school and, should children choose not follow our school Values, what consequences they should expect to receive. These are:

a. Intervention

- We will first attempt to deploy an intervention strategy to stop a child from showing inappropriate behaviour. The list of interventions staff could use are endless, but may include use of: a distraction, a clear explanation of why the behaviour is not acceptable, a verbal reprimand, a quiet talk, ignoring, putting an Individual Behaviour Plan in place or a positive alternative to their behaviour to name a few. **Primarily, this is the most important stage of the consequences. We believe all behaviour, positive and negative, is a form of communication and the Intervention Stage involves finding out/understanding why a child is behaving in a particular way.**

b. C1

- A 'C1' will be given to a child if they fail to curb their inappropriate behaviour **or** their behaviour is of a severity that warrants a 'C1' without an intervention being deployed first.

c. C2

- A 'C2' will be given to a child if they continue to repeatedly breach a C1. It will also be issued if a child engages in the following types of behaviour: swearing, damage to property, racism, bullying, hate, threatening behaviour, leaving lesson.

d. C3

- A 'C3' will be given to a child if they continue to repeatedly breach a C2 or participate in acts such as violence and verbal abuse towards another.

e. C4

- A 'C4' will be given to a child should they continue to breach a C3. This will be referred to the Executive Head Teacher and Governor Panel.

f. Head of School (or Senior Leader)

- The Head of School will expect that all other avenues to curb a child's behaviour have been exhausted. Some incidents will automatically be referred to the Head of School:
 - incidents involving violence
 - incidents involving serious threats or aggression
 - incidents involving bullying or racism.

At this stage, the Head of School will contact a child's parents/carers to discuss their behaviour and will decide on a consequence and interventions that will help to curb the child behaving in that way again. This could involve the use of Reset Time (see below) or it could involve the use of Suspension (see below).

Where the Head of School is unable to attend a behaviour incident, a member of the Senior Leadership Team will be called upon to deal with it.

g. Repeat

- The cycle of deploying interventions to promote positive behaviour can be repeated for as long as it is still effective.

Following the use of any of the above consequences, various strategies are used to support pupils to improve their behaviour in the future. This might include; a targeted discussion between the pupil and an adult in school, a phone call or meeting with parents or contact with any outside agencies involved with a child.

9. Reasonable Adjustments

Staff initiative is to be used when issuing any of the consequences above, as the 'types' of behaviours demonstrated can be specific to a child's age and stage, or Special Educational Need or Disability (SEND). For example, it is common for children in our nursery and reception stages to 'hit out' at children and adults as they are still developing their language and understanding skills, therefore unable to discuss what has initially upset them. It would NOT be appropriate to forward all of these incidents to the Head of School; however these should still be monitored and additional support given where necessary.

Behaviour management of pupils with SEND must be handled effectively, whether or not they have underlying needs that affect their ability to follow our school Values. The school exercises its duty to create a culture of clear, accessible expectations that support individual SEND pupils to succeed, whilst maintaining positive learning environments for all other pupils and staff too. Where there are instances of poor behaviour from SEND pupils, careful consideration is made as to whether their needs have contributed to their behaviour and whether appropriate adjustment to a behaviour consequence needs to be made. In all cases, staff involved will look to find underlying causes, or antecedents, to poor behaviours to provide any necessary additional support or to reduce any potential future triggers.

10. Reset Time

'Reset' from the classroom is a serious sanction that is only used when absolutely necessary; due to other behavioural strategies being exhausted or a single, extreme behaviour incident. Once removed, a child receives their entitled education in an alternative environment to that of their peers. Frequency of Resets are monitored by Senior Leaders to identify any possible patterns or vulnerabilities exhibited by children or staff. Reasons for, length of and expectations during Reset are shared clearly with pupils (Appendix 5) and parents before a period of Reset begins.

11. Suspension and Permanent Exclusion

For all cases of suspension or permanent exclusion, we follow the following guidance: [‘Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement: Guidance for maintained schools, academies, and pupil referral units in England’ \(August 2024\)](#)

If there are occasions where positive behaviours cannot be maintained by a child, or if by allowing a child to remain in school it would be seriously detrimental to the education or welfare of the child or others in the school, there may be no other option but to suspend or exclude. This will only be considered after all possible avenues have been explored and will be a last resort.

Fixed Term Suspensions - Only the Executive Head Teacher can suspend a child for one or more fixed term periods, up to a maximum of 45 days. The Governing body has the power to direct the Executive Head Teacher to reinstate a pupil who has been excluded for a period in excess of five days. The LA may also direct reinstatement, however, they must consult the Governing body first.

If it is deemed necessary to suspend a child for a fixed period, the pupil’s parents/carers will be notified by telephone, without delay, of the specific reason and length of the suspension. This telephone call will be followed immediately by written confirmation of the reasons and the period of fixed period suspension, no later than the end of the afternoon session of the first day on which the pupil is suspended. The Executive Head Teacher will also inform the Chair of Governors and LA immediately at this stage too.

If the fixed suspension period is for 5 days or more, the Governing Body must arrange suitable full-time education for the child. The suspended pupil will receive schoolwork to do at home, which should be returned to school for marking when the suspension period has ended. The Governing Body will keep these arrangements under review.

If the Executive Head Teacher decides to extend the fixed term suspension for a further period, not exceeding 15 days in total in any one term, or in very exceptional circumstances to replace a fixed period suspension with one which is permanent, the parent will be informed without delay.

Arrangements will be made to ensure that any child returning to school after suspension is helped to behave appropriately. To support a child’s successful reintegration to school after a fixed term suspension, the school may consider a pastoral support programme with the child. The Special Educational Needs Code of Practice will also be used to support children, if emotional or behavioural difficulties are identified.

Permanent Exclusion - The Executive Head Teacher will inform the pupil’s parents/carers of the exclusion and the specific reason for it by telephone immediately. The notification will provide sufficient particulars to ensure that the reason for the exclusion is fully understood and that all relevant circumstances are made known. Notification in writing will also be made without delay documenting for reference, any relevant previous warnings, fixed period suspensions or other disciplinary measures taken prior to the excluded behaviour being committed.

The LA will be notified of all permanent exclusions. The LA are under a duty to consider whether permanent exclusions should stand. They have the power to direct the Executive Head Teacher to reinstate the excluded pupil. The Governing Body has the power, but is not under any duty, to direct the Executive Head Teacher to reinstate a permanently excluded pupil.

Parental Representation - In the case of both fixed term suspensions and permanent exclusions, the Executive Head Teacher will notify the parents of their right to make representations to the Governing Body and the LA, and how any such representations should be made. They will be given the name and address of the appropriate people to contact, and be invited to inform the Governing Body and LA in writing of their intention to make representations. The parents/carers have right of access to all curricula records of the pupil and to other educational records through a request to the Governing Body.

If parents give notice to the Governors or LA that they wish to make representations, the Governors will convene a meeting to consider the exclusion and any representations made by the parents/carers, within a maximum of 15 school days of the notification by the Executive Head Teacher. In the case of a short fixed period suspension, the pupil will usually be back at school before the meeting is arranged, however the meeting may nevertheless serve the purpose of enabling the parents to be satisfied that their views have been heard. Where there is a legal requirement for the Governing Body to consider the suspension or exclusion, parents have a right to attend a meeting, to be represented at that meeting (at their own expense) and to bring a friend.

Governing Bodies are required to notify all parties of their decision, including the LA, following consideration of an exclusion, without delay. If the Governing Body and the LA decline to reinstate the excluded pupil they must notify the parents of their decision. The LA must do this within 20 school days from the day the Executive Head Teacher informed them of the exclusion. The committee convened for the purpose of considering exclusions requires at least three members of the Governing Body, none of whom should be the Executive Head Teacher.

Parents must be informed of their right to appeal to an Independent Appeals Committee. The notification will make it clear that parents should set out their grounds for appeal within 15 school days of notice from the LA of their right to appeal. A direction by the LA is binding unless the Governing Body appeals against the direction. This must be done within 5 school days of the date of the direction. The pupil's name should remain on the school roll until the appeals procedure is completed, or until the time for appeals has expired without an appeal being lodged, or earlier if the parents/carers give notice in writing that they do not intend to appeal.

12. Reporting Inappropriate Behaviour

Child

If a child is a victim of or witness to a child or adult not following our school Values they must inform a member of school staff.

All reports of behaviour from children, even those considered insignificant to the adult, must be dealt with using the appropriate procedure and not dismissed.

Parents & Volunteers

If a parent or volunteer is a victim of, a witness to, or their child has spoken to them about being a victim of a child or adult not following our school Values, they must:

- inform a member of staff
- inform the Head of School

Members of staff must deal with ALL reports of children not following our Values that are passed onto them.

13. Recording, Logging and Monitoring Behaviour Incidents

Not all behavioural incidents need logging. However, logging incidents can help us to:

- keep track of children persistently not following the school Values
- identify trends and patterns in children not following school Values (eg. certain areas of school, times of the school day) and put in place appropriate interventions.
- analyse the behaviours of children on an individual level so that interventions can be made (See School's SEND Policy).

Behaviour incidents that we formally log in school are:

Type of Incident	Logging Method
C1, C2	Logged by Class Teachers on a child's electronic file - SIMS
C3, C4	Logged by Senior Leader on a child's electronic file - SIMS
Lunchtime Incidents	Logged by Class Teachers a child's electronic file - SIMS
Incidents Involving Exclusion	This is formally reported to the Local Authority, and recorded on a child's file on SIMs
Regular Incidents Involving Individual Child	An ABC Logging Form (Appendix 6) is used to monitor and analyse the child's behaviour and make appropriate interventions.

Some incidents will need recording in other ways and the appropriate policy should be referred to. These include:

- Child Protection/Safeguarding Incidents - Refer to Child Protection Policy
- Racist Incidents - Refer to the Equalities Policy
- Physical Handling Incidents - Refer to the Physical Handling Policy
- Bullying Incidents - Refer to the Anti-Bullying Policy

The Head of School and Senior Leadership Team are responsible for regularly monitoring all behaviour logs and they will make appropriate individual, group or whole school interventions based on their analysis.

Appendix 1: Blidworth Oaks Governing Body Statement of Behaviour Principles

BLIDWORTH OAKS PRIMARY SCHOOL

GOVERNORS' STATEMENT OF GENERAL PRINCIPLES WITH REGARD TO BEHAVIOUR

Rationale and Purpose

1. This Statement has been drawn up in accordance with the Education and Inspections Act, 2006, and DfE guidance (Behaviour and Discipline in Schools, 2012).
2. The purpose of the Statement is to provide guidance for the head teacher in drawing up the school's Behaviour Policy so that it reflects the shared values (Aspiration, Inspiration, Integrity, Respect, Inclusion, Resilience and Responsibility) of governors, staff, parents and carers for the students in our school. It must also take full account of the law and guidance on behaviour matters. It is intended to help all school staff to be aware of and understand the extent of their powers in respect of recognition and reward for good behaviour, discipline and consequences for unacceptable behaviour and how to use them. Staff should be confident that they have the Governors' support when following this guidance.
3. This is a statement of principles, not practice: it is the responsibility of the head teacher to draw up the school's behaviour policy, though he must take account of these principles when formulating this. The head teacher is also asked to take account of the guidance in DfE publication Behaviour and Discipline in Schools: a guide for head teachers and school staff.
4. The Behaviour Policy is published on the school website and available on request.

Principles

1. The Governors of Blidworth Oaks Primary School strongly believe that high standards of behaviour lie at the heart of a successful school that enables;
 - all children to make the best possible progress in their learning and
 - all staff to be able to teach and promote good learning without undue interruption or harassment.
2. All children, staff and visitors have the right to feel safe at all times in school. We promote mutual respect, which is linked to our school values, between staff and children and between the children themselves.
3. We would expect all visitors, parents and carers on our school premises to behave in a way that promotes our school values when dealing with other adults, staff and our children.
4. Blidworth Oaks Primary School is an inclusive school. All members of the school community should be free from discrimination of any sort (as set out in the Equality Act, 2010). To this end the school must have a clear and comprehensive Anti-bullying Policy that is consistently applied and monitored for its effectiveness. Measures to protect children from bullying and discrimination as a result of gender, race, ability, sexual orientation or background should be clearly set out and regularly monitored for its effective implementation, following our school Inclusion value.
5. The school's legal duties under the Equality Act, 2010 in respect of safeguarding, children with Special Educational Needs and all vulnerable students should be set out in the Behaviour Policy.
6. The Behaviour policy should show due regard to the Schools Child Protection Policy.

7. Parents/carers should be encouraged and helped to support their children's education, just as the children should be helped to understand their responsibilities at school and in the local community..
8. The school Values should be included in the Behaviour Policy. These should set out expected standards of behaviour to ensure the rights of others are respected. These should be displayed in all classrooms and other, relevant parts of the school. Governors expect the rules to be consistently applied by all staff and monitored for their effectiveness.
9. Governors would like to see rewards consistently and fairly applied in such a way as to encourage and reward good behaviour in the classroom and elsewhere, particularly children who show our Integrity value. These should be made clear in the Behaviour Policy and monitored for their effectiveness.
10. Consequences for unacceptable/poor behaviour should be known and understood and consistently applied by all staff. The full range of consequences should be clearly described in the Behaviour Policy so that children, staff and parents can understand how and when these are applied. The Governors strongly feel that exclusions, particularly those that are permanent, must be used only as a very last resort. The head teacher may inform the police, as appropriate, if there is evidence of a criminal act or feared that one may take place e.g. cyber-bullying; criminal harassment. Consequences should be monitored for their proper use and effective impact.
11. The Behaviour Policy should set out the disciplinary action that will be taken against children who are found to have made malicious accusations against school staff and the pastoral support that school staff should expect to receive if they are accused of misusing their powers.
12. Governors expect full details of appropriate and correct use of reasonable force and restraint to be detailed in the Behaviour policy and would expect at least two members of staff to be trained in the use of reasonable force and restraint.
13. Governors expect the head teacher to include in the Behaviour policy details of the school's power to discipline outside the school gates: disciplining beyond the school gates covers the school's response to all non-criminal inappropriate behaviour and bullying that occurs anywhere off the school premises. The Governors must be satisfied, in all situations arising, that the measures proposed by the head teacher are lawful and that staff and students know that consequences can be applied in these circumstances.

Review

1. This Statement of Principles will be reviewed every 2 years, or as necessary.
2. The School Behaviour Policy will be reviewed and shared with the Governors annually.

This statement of principle was adopted by the governing body:

20.09.22

Appendix 2: Heathlands Governing Body Statement of Behaviour Principles

HEATHLANDS PRIMARY SCHOOL

GOVERNORS' STATEMENT OF GENERAL PRINCIPLES WITH REGARD TO BEHAVIOUR

Rationale and purpose

1. This Statement has been drawn up in accordance with the Education and Inspections Act, 2006, and DfE guidance (Behaviour and Discipline in Schools, 2012), and (Behaviour and Discipline in schools: advice for Headteachers and School Staff 2016).

2. The purpose of the Statement is to provide guidance for the Head Teacher in drawing up the school's Behaviour Policy so that it reflects our shared values of Respect, Kindness, Pride, Courage, Aspiration and Responsibility of governors, staff and parents for the pupils in the school as well as taking full account of law and guidance on behaviour matters. It is intended to help all school staff to be aware of and understand the extent of their powers in respect of recognition and reward for good behaviour, discipline and consequences for unacceptable behaviour and how to use them. Staff should be confident that they have the Governors' support when following this guidance.

3. This is a statement of principles, not practice: it is the responsibility of the Head Teacher to draw up the school's behaviour policy, though they must take account of these principles when formulating this. The Head Teacher is also asked to take account of the guidance in DfE publication Behaviour and Discipline in Schools: a guide for head teachers and school staff 2016.

4. The Behaviour Policy is published on the school website and available on request from the school office.

Principles

1. The Governors of Heathlands Primary School strongly believe that high standards of behaviour lie at the heart of a successful school that enables (a) all children to make the best possible progress in their learning and (b) all staff to be able to teach and promote good learning without undue interruption or harassment.

2. All children, staff and visitors have the right to feel safe at all times in school. We promote mutual respect, which is linked to our school values, between staff and children and between the children themselves.

3. Heathlands Primary School is an inclusive school. All members of the school community should be free from discrimination of any sort (as set out in the Equality Act, 2010). To this end the school has a clear and comprehensive Anti-bullying Policy that is consistently applied and monitored for its effectiveness. Measures to protect children from bullying and discrimination as a result of gender, race, ability, sexual orientation or background is to be clearly set out and monitored termly by the whole school community.

4. The school's legal duties under the Equality Act, 2010 in respect of safeguarding, children with Special Educational Needs and all vulnerable pupils is set out in the Behaviour Policy.

5. The Behaviour policy should show due regard to the Schools Child Protection Policy.

6. Parents/carers should be encouraged and helped to support their children's education, just as the children should be helped to understand their responsibilities at school and in the local community. The school Values must be outlined in the 'Home/School Partnership' along with the school behaviour Code of Conduct which parents/carers should receive annually with an expectation that parents sign and adhere to.

7. The school Values are to be included in the Behaviour Policy. These set out expected standards of behaviour to ensure the rights of everyone are respected. These should be displayed in all classrooms and other, relevant parts of the school. Governors expect the rules to be consistently applied by all staff and monitored for their effectiveness termly.

8. Governors would like to see rewards consistently and fairly applied in such a way as to encourage and reward good behaviour in the classroom and elsewhere and particularly of children who uphold our school Values. These should be made clear in the Behaviour Policy and monitored for their effectiveness termly.

9. Consequences for unacceptable/poor behaviour should be known and understood and consistently applied by all staff. The full range of consequences should be clearly described in the Behaviour Policy so that children, staff and parents can understand how and when these are applied. The Governors strongly feel that exclusions, particularly those that are permanent, must be used only as a very last resort. The Head Teacher may inform the police, as appropriate, if there is evidence of a criminal act or feared that one may take place e.g. cyber-bullying; criminal harassment. Consequences should be monitored for their proper use and effective impact.

10. The Behaviour Policy should set out the disciplinary action that will be taken against children who are found to have made malicious accusations against school staff and the pastoral support that school staff should expect to receive if they are accused of misusing their powers.

11. Governors expect full details of appropriate and correct use of reasonable force and restraint to be detailed in the Behaviour policy and reported termly and would expect at least two members of staff to be trained in the use of reasonable force and restraint.

12. Governors expect the Head Teacher to include in the Behaviour policy details of the school's power to discipline outside the school gates: disciplining beyond the school gates covers the school's response to all non-criminal inappropriate behaviour and bullying that occurs anywhere off the school premises. The Governors must be satisfied, in all situations arising, that the measures proposed by the Head Teacher are lawful and that staff and students know that consequences can be applied in these circumstances.

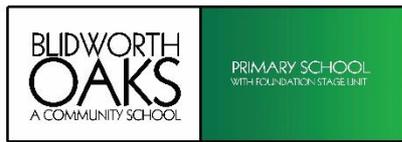
Review

1. This Statement of Principles will be reviewed every 2 years, or as necessary.
2. The School Behaviour Policy will be reviewed and shared with the Governors annually.

This statement of principle was adopted by the governing body:

6/10/2020

Appendix 4: Unacceptable Behaviour Consequence Pathways



TOGETHER WE GROW AND LEARN



Unacceptable Behaviour Consequences Pathway

	Types of Behaviour	Lead	Consequence	
			Always	Consider
C0	Use of school values	Staff Member	Praise	Value Points, informing parents
INTERVENTIONS				
C1	General disruption, calling out, defiance, poor conduct, lying, Misusing equipment	Staff Member	Add behaviour point to SIMs at C1. Complete any work missed.	Time out of class, time out in class, removal from playtime
	Repeated breach of C1, severe C1	Staff Member or pass to another Staff Member		Time out again, time out in another class, removal from playtimes, involvement of another staff member,
INTERVENTIONS				
C2	Repeated breaches of C1, Swearing, damage to property, racism, bullying, hate, threatening behaviour, leaving lesson	Referral to Upper Leadership (including HT)	Direct contact with parents and complete behaviour record at C2	Reset, meet parents, removal from a series of playtimes, report card, Individual behaviour plan, referral to SAFs
INTERVENTIONS				
C3	Repeated breaches of C2, violence, verbal abuse	Referral to HT	Direct contact with parents and letter home. Complete behaviour record at C3	Reset, suspension.
INTERVENTIONS				
C4	Repeated breaches of C3	HT and Governor Panel	Formal Meeting	Part-time timetable, managed move to another school, Dual Placement, Alternative Curriculum, Exclusion



Behaviour Pathway

This system is designed for children aged 5-11. It may need to be adapted for children working developmentally below these ages and children with SEND.

All incidents that result in a C1 or above MUST be logged on SIMS.

Staff Involved	Severity Level*	Disruption	Violence	Defiance	Consequence		Parental Involvement
Any Staff Member	1. Low Level	Calling out, talking in class, messing with equipment.	Hurting another person through silliness.	Not doing work or as asked by adult in a timely manner.	C1 Time Out Miss Playtime	C2 Miss Playtimes Send to another class RESET	Direct contact made with parents in person, by telephone or email.
	2. Medium/Low Level	Repeatedly calling out, talking, messing with equipment.	Hurting another through uncontrolled emotions.	Continually not doing work or as asked by adult.			
Involve a Senior Leader	3. Medium Level	Purposefully distracting others from learning.	Threatening to harm others or bullying behaviours.	Refusing to do as asked by Class Teacher.	C3 RESET Parents into School Suspension	C4 Suspension	Meeting with parents.
	4. Medium/High Level	Throwing objects, arguing with adult.	Hurting another person with intent but not causing harm	Refusal to do as asked by a Phase Leader or leaving lessons.			
Involve HOS or EHT	5. High Level	Throwing furniture, shouting, unwilling to leave room.	Hurting another person with intent and causing harm	Refusal to do as asked by a EHT or HOS.	*Where a behaviour reoccurs within a short period of time, move severity up one level.		
<p>Key Behaviour Principles</p> <ul style="list-style-type: none"> Be positive - use our positive rewards Be explicit - with praise and unwanted behaviours Be tolerant - give regular opportunities for fresh starts Be reflective - do not set children up to fail, adjust provision Be proactive - intervene before it happens Be aware - all behaviour is communication Be consistent - always link behaviours to school Values Be clear - how consequences are implemented to improve behaviour 							

Appendix 5: Reset



Reset

Who: Reset is primarily aimed at children in Key Stage 2 and would not normally be used for anyone below this age. Reset will only be used when a child/incident has been referred to a Senior Leader.

Why: Reset is used by this school for three reasons:

- To protect quality teaching and learning in classrooms by reducing disruption,
- As a consequence of serious inappropriate behaviour,
- To offer a more effective alternative to exclusion for serious incidents.

Where: A space away from other children of similar ages. Usually this will be the office of the Head Teacher or other Senior Leader or outside the School Office.

When: Reset is not used on an everyday basis; this would reduce its impact. Reset can be an instant consequence (for example, when a child is being disruptive in a lesson) or it can be set up by prior arrangement. Reset will only be used when:

- The school's Behaviour Policy has been followed consistently
- Other alternatives and interventions have been explored
- Work in class is engaging and is well differentiated for all children's needs
- It does not affect the Special Educational Needs a child may have

What:

- Children will be expected to complete assigned work that is at a level they can access independently. They should also be given a reading book/s.
- They will not receive playtime with other children, but may be given time to go outside for fresh air and space to move and stretch their legs.
- Children will be given the opportunity to talk about the incident/s resulting in Reset and also their feelings and general attitude to school.
- Children will require their water bottle.
- Children removed in the morning will also have lunch in their alternative space.
- Children removed in the afternoon will not be able to access BOPZONE clubs.
- The Senior Leader leading the Reset is responsible for the child throughout the Reset until they deem it appropriate for the child to return to class.
- Where Reset takes place in an afternoon, the child will be dismissed by the Senior Leader and will not return to their class.
- Parents/Carers must be contacted whenever a Reset is put in place. This can be via telephone or a face to face meeting. Parents will need to be informed that Reset is an alternative to Suspension, but this does not mean that Suspension will not be used if the child's inappropriate behaviour persists.

Reintegration: All children need fresh starts. Thought must be given to how the child will be reintegrated back into the classroom and what can be put in place to stop Reset from being required again.



What happens when I am in Reset?

Your teacher/teaching assistant will:

- Bring you down to you alternative space to work
- Explain why you are here and how long for
- Provide you with work that you can do without help
- Give you your water bottle

The person leading the Reset will:

- Keep checking you are okay
- Make sure you have enough work and a reading book
- Let you know when you can go back to class/go home
- Contact your parents

You will:

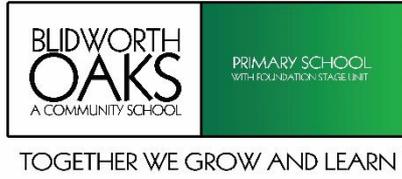
- Sit quietly and complete your work
- Not go back to class
- Use the toilet when you need to
- Not contact the adult in charge unless it is urgent

If you are stuck with your work:

- Have a guess
- Ask an adult when you see one
- Move on to something else
- Read your book

Remember: You will not go back to your class until you are ready to continue your learning and not disrupt the learning of others.

Appendix 6: ABC Individual Behaviour Log



ABC Behaviour Log

Child's/Group's Name:

Date	Time	Antecedent	Behaviour	Consequence