

Kingsmead Primary School

Policy for Supporting Pupils' Social and Emotional Development

[including Behaviour, Bullying, Challenging Extremism and Exclusion]

| Version | Date Created | Owner | Date Approved by Staff & Governors |
|----------------|---------------------|----------------|---|
| 1 | December 2011 | C Stewart | February 2012 |
| 1.1 | January 2014 | C Stewart | February 2014 |
| 1.2 | January 2015 | C Stewart | February 2015 |
| 1.3 | August 2016 | C Stewart | November 2016 |
| 1.4 | June 2017 | C Stewart | November 2017 |
| 1.5 | September 2018 | C Stewart | October 2018 |
| 1.6 | December 2019 | C Stewart | January 2020 |
| 1.7 | May 2020 | C Stewart | May 2020 |
| 1.8 | July 2020 | C Stewart | July 2020 |
| 1.9 | January 2021 | C Stewart | January 2021 |
| 2.0 | May 2021 | C Stewart | May 2021 |
| 2.1 | September 2021 | C Stewart | September 2021 |
| 2.2 | December 2022 | C Stewart | February 2023 |
| 2.3 | January 2024 | L Rutter-Brown | February 2024 |
| 2.4 | January 2025 | L Rutter-Brown | February 2025 |

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| 1. Summary for all staff and volunteers | page 3 |
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| 3. Further guidance and procedures including bullying, preventing and challenging extremism, positive handling and reasonable force and exclusion | page 8 |
| 4. Links to Ofsted guidance in references and summary page update | page 2 and 3 |



Additional References

- Policies for: [Confidentiality](#)
[Equality & Accessibility Plan](#)
[Data Protection & Freedom of Information](#)
[Inclusion, Pupil Premium & Vulnerable Pupils](#)
[Safeguarding and Child Protection](#)
[Special Educational Needs and Disabilities](#)
- Book: When the Adults Change, Everything Changes - Paul Dix
- Websites: [Behaviour Principles](#)
[West Cheshire Children's Trust - Our Way of Working](#)
- Documents: [Adult Code of Conduct](#)
[CWAC Code of Conduct for Employees](#)
[CWAC Whistleblowing protocol](#)
[DfE guidance on searching, screening and confiscation](#)
[Home School Agreement](#)
[Ofsted inspection framework \(behaviour and attitudes and personal development\)](#)
[School Leaflet on Bullying for Parents](#)
[SEND Code of Practice](#)
[Use of reasonable force–DfE advice for head teachers, staff and governing bodies](#)
[Equality Act 2010](#)
[Ofsted SMSC guidance for 2015 including duties under 'Prevent' strategy](#)
[United Nations Convention on the Rights of the Child](#)

Rationale

For all children to enjoy and achieve in their education, school must sustain very high standards of learning behaviour, personal and social conduct. The joy of learning and success we want for every child can only be achieved when behaviour is excellent. Our mission statement: All children will become global citizens who make a positive contribution by caring for ourselves, other people and our environment is underpinned by one simple rule:

We are useful and kind and ready to learn. We use the term 'unlimited' to mean that our expectations for behaviour are for everybody all of the time.



Our Responsibilities - we all

1. Treat other people with kindness and respect.
2. Are honest and truthful.
3. Take care of the environment ~ inside and outside.
4. Work hard and enjoy our success.
5. Let other people join in.
6. Show good listening.
7. Work and play safely and considerately.

Everyone is responsible for supporting useful and kind behaviour in Consistencies - all adults will

1. **Model** positive behaviour and respectful relationships with everybody - unlimited.
2. **Recognise and notice** positive behaviour for learning e.g. verbal noticing, note home etc.
3. **Give clear signals** such as '1-2-3 eyes on me' with children responding '1-2 eyes on you' when an adult wants the class or larger group to stop and attend to them
4. **Refer to useful, kind and ready to learn** in all conversations about behaviour.
5. **Be calm** and give take-up time; prevent before consequences.
6. **Avoid argument and maintain focus** by using language like 'I noticed' and 'Be that as it may' to support children in learning to seek support before they retaliate.
7. **Offer unconditional positive regard** for every child, including when not reciprocated!
8. **Follow up** every time, retain ownership and engage in reflective dialogue with learners.
9. **Never ignore** or walk past learners who are behaving badly.
10. **PIP** (praise in public) and **RIP** (reprimand in private).
11. **Focus on restoration** - rather than asking children to repeat what they did wrong, encourage them to articulate how they will make amends

Specific for teaching colleagues

12. **Meet and greet** at the door and ensure a positive end of the day for the class, perhaps thanking children for their work.
13. **Plan** lessons that engage, challenge and meet the needs of all learners.
14. **Engage with children's parents and carers** and communicate in partnership to make effective use of their support to the benefit of their children.

Consequences

We use the term consequences for positive and negative in order to for the locus of control and responsibility to rest with the child. With terms reward and punishment control is with the adult. For consistent challenge:

1. **Reminder** of useful, kind and ready to learn, delivered calmly, quietly and privately where possible.
2. **Warning.** A clear verbal warning, making the child aware of their behaviour choice and the consequence if they continue.
3. **Last chance.** We speak to the child privately giving a final opportunity to engage, reminding them of previous examples of good behaviour (time out of the lesson, stay behind at playtime).
4. **Time out.** Usually in class (if this is not disruptive to the learning of others).
5. **Repair and Restore.** A brief chat to reflect and also put right and make amends.

- a. What has happened?
- b. What were you thinking at the time?
- c. Who was affected and how did it make them feel?
- d. What needs to be done to put things right?
- e. What will you do differently in future?

General Principles and Guidance

Our policy is underpinned by the principle of supporting and developing everyone's pro-social behaviour. Everyone has the right and the responsibility to be useful and kind - unlimited.

We learn and work effectively in an environment where we feel safe, secure and able to take risks. Deep learning requires that children understand the importance of self-discipline, self-regulation and self-respect alongside respect for other people and the environment. Our policy is based on the principle of a child's human rights: their right to an education; to care, guidance and support; the right to participate; to receive fair and equitable treatment, respect for diversity. Alongside our rights come responsibilities so that every member of the school community can be happy and thrive.

Behaviour for learning goes beyond compliance. 'Good' behaviour at Kingsmead includes children's dispositions and attitudes to learning: their perseverance when learning is difficult, their tenacity in making quality work and their cooperation with and care for those who learn alongside them. It includes children accepting when they have done wrong with honesty and grace and taking restorative action to make amends.

We teach children across the school to develop emotional regulation through teaching the Zones of Regulation, a curriculum designed to help children recognise the energy and feelings associated with different emotions. We teach that no emotion is wrong, but that it is important to learn to respond to that emotion with strategies that enable the child to behave appropriately when emotions are strong. Children are taught tools to regulate and cope when experiencing big feelings and they develop a personal toolkit of strategies to access when needed. Through this curriculum they learn about regulation, the effect of emotions on themselves, others and take accountability for their actions.

All children in school are valued equally. However their starting points are far from equal and some need additional guidance, care and support to achieve the very high standards of behaviour that we expect from each and every pupil. We uphold that morality, good character and behaviour can be taught, learned and are for everyone. We will support every child to grow into a useful and kind, respectful and responsible citizen of whom we can be proud. Parents and carers at home, adults in school and children's peers share responsibility for providing role models so that this is achievable for each and every child.

Our [home school agreement](#) sets out the contract between school, parents/carers and children. This is sent electronically with the school data form and parents are expected to note on the form that they have read it, understand and support it. When in school staff act in loco parentis (a similar role to a parent while the child is in their charge). Kingsmead staff are fully qualified to work with children and to support and challenge

their behaviour as required. We expect that parents and carers support staff and decisions taken when in loco parentis.

We promote and expect behaviour that enables all pupils to achieve high standards, enjoy success and find happiness. Our policy is based on the principle that all behaviour is communication. For the overwhelming majority of pupils, their behaviour is chosen and (for the child at least) is solution-seeking. Therefore we teach pupils about choosing for success and making useful and kind choices.

We support high standards of pro-social behaviour through:

- **Empathy** – children need to learn to ‘walk in someone else’s shoes,’ see the world from another’s point of view to understand and respect them better.
- **Compassion** – best described as ‘love in action’ compassion involves the attitudes and behaviour you demonstrate towards others; it is unlikely to occur without empathy.
- **Clarity and Consistency** – pupils know what is expected of them.
- **Restorative Justice** – whether addressing bullying behaviour, repairing damage or other reasons a child needs to make amends. This is followed by restored relations, forgiveness and moving on.
- **Social Justice** – fair to all, including those children who consistently behave well.
- **Equality** – support for children’s individual needs and circumstances. Some children need more adult attention than others; it is a reasonable adjustment to provide more for those who need it.

Language is important. We avoid terms like punishment, reward or sanction, instead we focus on choice and consequence to return the locus of control to the child.

We will usefully and kindly challenge language aimed at minimising or trivialising anti-social behaviour. For example, hurting someone when doing something that is not permitted (slide tackle in football) is not an accident. Equally we challenge language that over-states or attempts to hold children to adult standards.

We expect children to use peaceful means to resolve disputes or disagreements. We teach them to be politely assertive, to walk away and find new friends or to ask an adult for help. We do not accept ‘My child won’t tell you’ or being led by others as an excuse for anti-social behaviour.

We do not accept physically aggressive or violent behaviour from any child, whatever their age. All fighting or hurting others, for any reason, is treated seriously. When a child hurts another or is in a fight, staff will give first attention to the victim; we may not take time listening to excuses or exploring ‘reasons.’

5 pillars of Good Practice

1. Consistent, calm adult behaviour
2. First attention for best conduct
3. Relentless routines

4. The scripting of difficult interventions and conversations
5. The restorative follow-up

First Attention for Best Conduct

Praise and affirmation are the consequences of behaviour, work and effort that is above and beyond the good behaviour we expect from all. We do not overly praise minimal compliance. Affirmation includes:

1. Children's names being put on recognition boards.
2. Certificates, notes, messages on Google Classroom or phone calls home.
3. Beautiful work certificates and assemblies.
4. Useful and Kind Olympian awards - bronze, silver and gold.
5. 'Red Admirals' are chosen each Summer with a prize to two children in each year group who have made an outstanding contribution. Care is taken that children from the full diversity of the school's population are reflected among prizewinners.

Relentless Routines

Consistency - Children thrive when adults are consistent and discussions about behaviour are short and to the point. Staff will follow the five step routine when addressing poor behaviour choices, remain calm and will be consistent in their language e.g.

"I've noticed you are... Am I right?"

"Do you remember last week when you were [positive behaviour]? That's who I want to see today."

"I need to see you doing...[positive behaviour]."

"If you chose to [positive behaviour], this will [positive reinforcement]"

"It was the rule about... that you broke."

"You have chosen to... [catch up with your work at home]"

"Be that as it may..."

"I'll leave you to make that decision." [before time out]

"I don't like the choice that you made, but I believe that you can make the right choice next time."

"I don't like your behaviour. Your behaviour is [disruptive/bullying] but I believe you can be better than that."

"What do you think the poor choices were that caught my attention?"

"The consequence of you choosing X is me choosing Y."

PIP and RIP - Praise in Public, Reprimand in Private. Before dealing with negative behaviour teachers will recognise positive students first and address their needs. Teachers will then speak quietly to the child misbehaving. Teachers follow the script and routines and are not diverted.

Secondary behaviours - should a child argue back, be rude or disrespectful when being spoken to by staff, the adult will note this and at the end of the lesson, during the repair and restore time e.g. "I noticed that when I asked you to stop shouting out you [made a rude gesture / rolled your eyes]..." In this way secondary behaviour does not interrupt the education of the majority of children who are wanting to learn.

Playtime sanctions - adults and children will discuss issues briefly during breaks or after school. However, given the importance of play to children and the school's commitment to upholding children's right to play, children's access to play times will only be restricted if their behaviours present an unreasonable risk to themselves or others. Such action will only be taken when necessary and careful consideration will be given to how these children can be supported to return to play times.

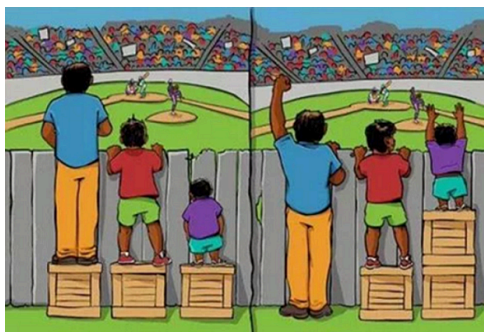
Incomplete or poor work will be sent home with the child to be completed there and handed in the following day. This supports partnership with parents and carers.

Three basic expectations - these are what we expect from all our children:

1. 'Fantastic walking' is all people in school walking quietly, not touching other people or displays.
2. 'Inside voices' is everyone speaking quietly within the building. When a child speaks and adult listens and when the teacher is speaking children listen.
3. 'Ready to learn' is where children show they're ready to learn by coming into class and stand quietly behind their chairs. The teacher will then invite them to learn.

Equality and Equity

Equality does not involve all children being treated the same; we expect to make reasonable adjustments for some.



Recognising and praising a child's effort and not the product means that every child can earn praise and recognition. We praise only for 'over and above' effort, not for the good effort we expect from all. It is fair and equitable that pupils are not all rewarded for the same thing and that all are provided with challenge as well as opportunities to succeed.

Pupils who have experienced early life trauma and some with cognitive impairment and/or disabilities may not be able to help some of their behaviour. This does not mean that we accept poor behaviour but that we will provide additional support. Some children may be unable to explain how they were feeling and an adult will need to help them to repair and restore e.g. "I think you were feeling really angry when you..." . Some may be fidgety, needing to move about more, some might need support for anger or frustration such as time out. Such pupils may be offered additional support to enable them to focus while not disturbing their classmates. Just as with academic progress, some children need reasonable adjustments to make progress in their behaviour.

While children are all individuals, very few will require behaviour management or support outside of the norm for all children. The school does not have the resources to put into place costly adjustments for every child and parents and carers will be the

first port of call to enable us to work in partnership. Most poor behaviour in class can be supported and reinforced at home as well as in school at no additional cost.

Children who are in the care of the Local Authority or those previously looked after who have been adopted may need considerable adjustment in levels of support and expectations.

A small minority have disabilities or difficulties which do require support. Staff receive training and professional development to enable them to best meet the needs of pupils in school. Some pupils may need some direct teaching or support that is additional and different to their peers. Additional provision might include:

- Regulation tools and areas and/or a safe place to choose to withdraw to in class, calm down and get back ready for learning;
- Time limited intervention e.g. emotional literacy support;
- Pupils with specific behavioural difficulties may need adaptations to learning or the environment they are working in.

It is important to remember that neither disability nor personal circumstances are a licence or excuse to hinder the learning, achievement or enjoyment of school for anyone else.

Support for Staff - the Principle of Everyone

Each and every member of staff (or adult volunteer) should be regarded with equal respect and courtesy. Equally, all adults, staff and volunteers, are responsible for promoting positive, pro-social behaviour. Adults in school share equal responsibility for supporting behaviour and dealing with any anti-social behaviour usefully and kindly.

Staff provide good role models when they are calm and self-regulated, useful and kind. This might include being firm with a child unwilling to accept boundaries, responsibility or consequences.

All staff have a responsibility to act and support the child/ren concerned. Staff may ask a child to remain with another adult in order for the child to be safe until the adult can help the child repair and restore the situation and without interrupting the learning of other pupils. Staff may also ask a more senior member of staff to be present while a particularly serious misdemeanour is dealt with, or in discussion with a parent.

Promoting positive behaviour and managing anti-social, oppositional, rude and abusive behaviour can be the most challenging aspect of a professional's role. If any adult is experiencing difficulties in managing and supporting an individual, group, or class behaviour they should seek the support of a senior or more experienced member colleague. It is the responsibility of every adult in school to ensure that they are capable of supporting positive behaviour and dealing with poor behaviour in line with school policy. Staff also have a duty of care to one another, noticing when a colleague might be suffering undue stress or anxiety and stepping in promptly to support. Caring for one another includes our duty to confidentially report to the headteacher (or chair of governors in the event of a concern about the headteacher) regarding any adult who they perceive to be under stress that may prevent them from carrying out their duties effectively. This enables school leaders to ensure that everyone (adults and children) receive the support and care they are entitled to and can expect.

This forms a Part 1 of the school's policy for Supporting Pupils' Social and Emotional Development and Behaviour. Further procedures and guidance regarding bullying, challenging extremism, positive handling, reasonable use of force and exclusion are outlined below.

Part 2

Further guidance including bullying, preventing and challenging extremism, positive handling and reasonable force and exclusion

General classroom guidance

This policy applies equally to all pupils attending the school. Some pupils need to be supported in catching up with their peers and developing age-appropriate conduct.

Pupils are expected to do as they are asked. In school, just as at home, it is unacceptable for a child to refuse to do something they have been asked to do by an adult.

The curriculum, especially PHSE, RSE and assemblies emphasise the values of respect for diversity, equality, participation and upholding the rule of law.

Incidents of poor behaviour are managed promptly and calmly. Teachers are not expected to delay lessons and learning and may choose to leave discussion until the next break.

Extrinsic consequences (pebbles in the jar, Do-Jos, moving up on a chart) are used by adults- teaching staff, support staff, private providers and volunteers to encourage positive conduct.

Parents and carers are involved. Messages home (certificates, notes or phone calls) keep parents informed of children's over and above efforts. While not informed of every little incident they are kept informed through parents' evenings, in end of year reports and more frequently when a child's behaviour causes concern.

All families are expected to support the school's policy. Pupils learn to make successful and appropriate choices when parents and school work together to support the child's developing behaviour. Parents and carers can expect that all children will have their conduct challenged when it falls below the high standards we expect. Parents and carers may be asked to, and expected to attend meetings regarding their child's behaviour. While we will try to accommodate working parents it must be taken into account that school staff too have working hours and families.

More serious incidents

More serious or persistent incidents of poor behaviour are logged using A-E principles. This is recorded on CPOMS. A-E principles include the restorative approach in the record:

A - antecedent - what led up to the incident including other children involved or witnessing

B - behaviour - what happened

C - consequences - for other children and adults (we aim to encourage empathy and prosocial behaviour first) and for the perpetrator (remorse, lost respect of peers, lost playtime) through recording an ABC

D - desired alternative outcome or what will be a usefuller and kinder way to respond if the child were in this situation again

E - equality and inclusion - note if the incident was linked to the Equality Act 2010, might be perceived as bullying or whether anyone involved has a protected characteristic

Records on CPOMS enables the adult making a record of unacceptable behaviour to inform other staff securely. Records are retained within school and are used to inform discussions with children, parents or carers. Records enable us to identify patterns in behaviour and better support pupils in improving their behaviour, becoming more useful, kind and prosocial classmates. CPOMS records are transferred when a child moves school.

Physical aggression, fighting or violence is always serious and recorded on CPOMS. Physical aggression is not usual for any child of primary school age and will not be accepted. Very young children, those who have experienced early trauma or those with conditions such as Autistic Spectrum Disorder may need additional support. Nevertheless, no previous experience, disability or medical condition excuses a deliberate act of physical aggression.

If additional support fails to impact positively on a child the school may request parents' permission to involve the Educational Psychologist or other agencies. Causes of the behaviour will be considered and we may involve a specific team supporting pupils, e.g. those with Autistic Spectrum Condition, Cared for Children or the ADHD nurse.

Positive handling plan and Pastoral Support plans will be drawn up for children more persistently causing disruption, affecting the learning of others or requiring removal from class or where their behaviour puts them at risk of exclusion.

[DfE Guidance on Reasonable Use of Force](#) will be acted upon in situations where a child presents a risk to the wellbeing of themselves or others, is disrupting the learning of the class to an unacceptable degree or damaging property or equipment.

A Team Around the Family [TAF] may be initiated where a child's behaviour had more complex causes and where their family were receiving support from other agencies or would benefit from multi-agency support to work effectively with the school to improve a child's behaviour. The full written consent of parents is required for a TAF. TAF records are stored by the Local Authority as these are multi-agency records, copies are retained and stored securely in school.

Bullying – including racist, homophobic and other oppressive conduct

Our [leaflet about bullying](#) is a useful source of information.

There are three aspects to bullying:

1. **Intent to harm** - this can be physical, or mental/emotional harm, can be face to face, behind someone's back or through the use of electronic media;

2. **Imbalance of power** - this might be in terms of children's age, numbers of people involved or perceived or actual difference;
3. **Persistence** - repetition in targeting unkindness at someone or some people in particular.

The first two would always be present and the third mostly. There are thankfully rare occasions so serious that we would note them as bullying even if it is a one-off event.

We recognise that all children have the potential to bully and equally, all may be victims of bullying or oppressive behaviour.

Incidents of bullying and or including behaviours covered by the Equality Act 2010 (perceived, by the victim or anyone else, as: racist, misogynist, homophobic or other 'hate crime' e.g. disability) require a robust response and are treated seriously with parents being informed. All incidents covered by the Equality Act result in a formal record (ABC) being maintained which remains on a pupil's file (*see policy on Equality*). All such incidents are reported to governors in the confidential part of meetings. Names of pupils are redacted. The governors' role is to support the school in a robust and effective response and ensuring that where bullying occurs it is dealt with and not tolerated.

Bullying, as defined above, is taken seriously with all incidents logged formally on CPOMs. We will usually initiate a restorative conference in discussion with the victim and, if appropriate, parents. In the overwhelming majority of cases a restorative approach brings a lasting solution and resolves issues happily. A restorative discussion might be the first and only consequence. However, if a child were to continue to bully or harass, there will be further consequences including internal exclusion in order to enable the victim to feel safe, happy and able to learn. A consequence of bullying can be spending playtime and lunchtime indoors, not to punish so much as to enable everyone to feel safe and be safe. We counsel victims and actively seek their views in resolving bullying or possible bullying. Where a child shows no remorse or lacks empathy a restorative approach would be inappropriate and a clear consequence will be used before they have direct discussion with the victim. Further information is available on our leaflet on bullying.

Bullying out of school may result in removal from a table or class, exclusion from playtimes and being sent home after other children (with prior informing of parents). Children are taught through computing and PHSE [personal, health and social education] that they are as accountable for their behaviour online through social media and mobile phones as they are for behaviour face to face. This is a measure used for extremely serious incidents. It acknowledges that children who have been bullied by an individual or group will not feel safe and could be unable to learn effectively if they have to sit with the offender/s the following day.

Preventing and challenging extremism

Moral and relational issues are explored and discussed specifically in PHSE, SRE lessons, circle times and assemblies. Learning across the curriculum also has a role: literature in English lessons, sporting behaviour in PE as well as aspects of other subjects in the National Curriculum where pupils are taught about rights, responsibilities for ourselves and others. We teach and discuss controversial issues

and uphold the values of participation, democracy, respect for the rule of law and tolerance and respect for diversity.

Incidents and behaviours covered by the school's responsibilities under the 'Prevent' strategy are deemed very serious and parents would be informed. Many of these are also covered by the Equality Act such as the reference to particular ethnic or religious groups in terms that dehumanise or foster hatred.

Staff are trained on the 'Prevent' strategy and our duty to 'promote British values.' As a primary school with a low risk of extremism, our main function is to teach and promote [British values](#).

Searching and confiscation of prohibited items

If the need arose to search any child, we would first attempt to do this by verbal consent. However, should a child refuse, [the law as stated in DfE guidance is clear that schools may search without consent for certain items including any designated prohibited by the school](#).

From 20th May 2021, the school has designated that mobile phones are prohibited in school for all children other than for when a permitted exception has been made for by the headteacher. Where a permitted exception is made, the phone should be brought to the main office, turned off, first thing in the morning and collected at 3.15. The phone may not be turned on in the school grounds.

The only exception to this would be for children with very specific medical conditions where the phone is needed to assess their health and need for essential medication, for example for a child with diabetes.

Positive handling and the reasonable use of force

Staff are not expected to have to physically intervene with children unless in agreement with senior leaders, the SENCo and families. Should a child require a physical intervention to prevent serious harm to themselves or others, a positive handling plan, outlining reasonable adjustments, will be put in place and the support of all stakeholders expected. Children will be at risk of internal (if this can be achieved safely) or external exclusion if risk cannot be reduced to an acceptable level.

Physical support may benefit some children with specific needs, for example those with an attachment difficulty may find a cuddle with a trusted adult enables them to feel safe enough to learn successfully in class. A positive handling plan [PHP] is drawn up by the class teacher or SENCo in discussion with parents or carers.

Reasonable force including physical control or restraint can be used by staff in school as outlined in the Department for Education document and Education Act 1996 and the document ['Use of Reasonable Force' \[DFE July 2013\]](#). Reasonable means no more force than is needed. Passive control can include blocking a child from another child or leading a child by the arm from a classroom. Restraint means holding or moving a child to bring him/her under control would only ever be used in extreme circumstances; those where a child's behaviour puts the health and safety (physical or emotional) of another child, adult or themselves at risk.

Parents or carers are informed when any form of physical intervention to modify a child's behaviour has been used and the incident is logged on CPOMS. Families are

expected to work in partnership with the school in how they will support their child's behaviour and work with us to ensure that there is no ongoing need to intervene physically with their child. A plan may be drawn up.

Where physical support or restraint is required or used more regularly, for example with a child receiving one-to-one support to manage and support aggressive behaviour in school, staff involved receive appropriate training in de-escalation and strategies such as 'team teach.' A positive handling plan will be agreed between parents or carers, the SENCo, class teacher and any support staff involved. Once a plan is agreed, each incident is not required to be recorded. Nevertheless a PHP should be seen as a last resort and as a short term solution in bringing about behaviour that does not require physical intervention by adults. The school will expect the full support and cooperation of their parents and appreciation that the long-term handling and restraining of children is not acceptable in a mainstream school. The persistent requirement for adults to intervene physically to keep themselves or other children safe will put a child at risk of exclusion.

Pupils whose behaviour is persistently violent and requires the ongoing physical intervention of an adult are at risk of exclusion. Deliberate, aggressive assaults on adults would usually result in a fixed term exclusion, mitigating circumstances (e.g. a child on the Autistic Spectrum where an 'intent to harm' was not identified) would be taken into account.

Pupil Suspension and Permanent Exclusion

Suspensions and exclusion is only used as a last resort, when an interesting, accessible and relevant curriculum alongside consistently useful, kind and respectful adult support have failed.

Exclusions may be internal (excluded from the class or group in lesson and/or playtime) **or external** (excluded from school).

Internal exclusions are less formal and recorded on CPOMS. Pupils and teachers are not expected to work alongside a child who persistently disrupts learning and teaching. Teachers inform parents if a pupil is asked to leave the classroom and work in another room. Internal exclusions are recorded. There is no right to be educated alongside peers if your conduct impacts negatively on the quality of education and access to learning for everyone.

Suspensions and exclusion from the school will only be used as the final resort to keep school safe. In partnership with parents, we work to prevent the escalation of poor behaviour and minimise any risk of exclusion. Before excluding, the class teacher/s or school leaders would be expected to demonstrate the strategies and approaches they have used to support a child in line with this policy.

We follow the law, [government guidance](#) and CWAC guidance in all decisions to exclude.

A child's age, individual circumstances and level of maturity will be taken into consideration in making decisions around exclusion.

Suspensions and permanent exclusions are formally recorded and data held by the school, the Local Authority and Department of Education.

Ofsted holds the school to account for pupil exclusion, internal and external. For this and - first and foremost - social justice to be upheld, the bar for exclusion must be high.

Extreme or persistent behaviour that puts the health and safety or learning of other pupils and adults at risk carries a risk of suspension or exclusion.

Permanent exclusions involve a meeting of the Governors Discipline Committee. Parents have a right to appeal against the decision to exclude their child to the Governing Body. Parents are informed of the decision to exclude in a letter which states the reasons for exclusion. All external exclusions remain on the child's record unless overturned by an appeal. If suspensions add up to more than 45 days in one academic year the exclusion becomes permanent.

Only the headteacher, or in case of absence the deputy headteacher / designated senior leader can issue a suspension or exclusion. Decisions are taken in the knowledge that parents or carers may appeal the decision and the final decision is for the Governing Body Discipline Committee.

POSSIBLE REASONS FOR EXCLUSION:

- Serious or persistent physical assaults on pupils or adults.
- Serious or persistent bullying.
- Serious or persistent disruption to learning. All our pupils have a right to learn.
- Unauthorised leaving the school building or grounds.
- Bringing items such as illegal substances, weapons (including knives) onto the school grounds.
- Persistent theft from school or individual members of the school community.
- Deliberate and persistent vandalism damaging of property or equipment.
- Serious or persistent verbal abuse of members of the school community.
- Failure to respond to a pastoral support plan and continuing to behave in such a manner that staff have to regularly use restraint or force to control potentially dangerous and harmful situations.
- Serious or persistent abuse or threats towards someone because of their difference as outlined in the Equality Act 2010 or in the 'Prevent' strategy.