Castleward Spencer- Behaviour Policy

Aim

At Castleward Spencer Academy, we aim to create a safe and happy environment where exemplary behaviour enables all to feel secure and respected within an atmosphere of learning without limits. Everyone in our school is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. We recognise that each individual child is at a different stage of social learning. Only through a consistent approach to supporting their behaviour will we be able to achieve an environment in which children can learn and develop as caring and responsible people. This policy outlines the underlying philosophy, purpose, nature, organisation and management of pupil behaviour at Castleward Spencer Academy. It is a working document designed to enhance the development of positive relationships between children, adults working in school, parents and other members of the wider school community. The fair and consistent implementation of our Behaviour Policy is everyone's responsibility.

Core Beliefs

- At Castleward Spencer we know that behaviour can change and every child can be successful.
- Positive, targeted praise is more likely to change behaviour than sanctions.
- Reinforcing good behaviour helps children feel good about themselves.
- An effective reward system and celebrating success helps to further increase children's self esteem enabling them to achieve even more.
- Understanding each child's needs and their individual circumstances helps us to act in the fairest way possible for that child, at that moment.
- When the adults change, everything changes.

GROW

Our GROW values will be at the centre of everything we do so the children develop:

Great communication skills
Resilient, confident learners ready to take risks
Opportunity to be curious and independent
Working together with kindness to enjoy and achieve

See our GROW Curriculum Statement for more details.

The Zones of Regulation and Self Regulation

The zones of regulation are a research based intervention to promote positive behaviour. They help children to regulate their feelings in order to control overwhelming emotions that prevent them from learning, and achieving their best. When used effectively children feel empowered and in control of their emotions. The Zones of Regulation are particularly effective for children with SEND, SEMH needs. In order for a child to be ready for learning they need to be able to self regulate. For most children they are able to regulate with ease. For other children they will need 'tools' to help them self regulate.

The Zones of Regulation helps children to identify their feelings through the use of colours;

Blue - sad, sick, tired

Green- happy calm, ok,

Yellow - frustrated, worried excited

Red - mad, angry, out of control

With adult support children will learn to use their 'tools' to self regulate. The zones are used not only for key children but for all children, adults and parents as a model to self regulate emotions throughout the day. Children are then provided with strategies to help them self regulate e.g taking time out to read in the book corner etc **See Policy.**

Our school rules

Based on the work of Paul Dix and his book 'When the adults change, everything changes'. Good behaviour is recognised sincerely rather than just rewarded. Children are praised publicly and reminded in private.
Pupils at Castleward Spencer follow our golden rules:
1. Be Ready
2. Be Respectful
3. Be Safe

Praise and Rewards

Meet and Greet
Staff will meet their class every day with a personal greeting, as this could have the greatest impact on their behaviour it will make them feel valued, important and they will know that you want to get to know them. The principal will be outside at the beginning and end of every school day welcoming all families too.

Positive praise

We fully recognise and reward helpful and cooperative behaviour, good work and achievement. This also links to our GROW values too.

Smile The most common reward used is "the smile" to recognise that the child is making the right choices.
Verbal – well done Public recognition for correct behaviour choices and/or good work.
Written feedback – in books Comments made on super work.
Sharing good work – public acknowledgement in class Sharing an exceptional piece of work with the class and displaying a copy of it on the working wall.

Rewards for behaviour that is above and beyond what is expected of all pupils

DoJo Points **Individual points:** Children collect DoJo points for good behaviour for learning, linked to the school rules. Lunchtime staff will have dojo cards to award to children who are following the rules. The cards will then be used as Dojo points when the children return to class. **School Teams**: Children will also be grouped by their school teams. The points children earn individually, will then be transferred to their team. This will be totalled at the end of each week and shared during the celebration assembly. At the end of each term, the winning team will be awarded a treat (non-uniform day/ movie afternoon etc) and at the end of the academic year, the winning team will be part of a team reward day treat.
Marbles in a Jar Children collect marbles when the whole class are recognised for good behaviour and learning attitudes. When the children achieve 20 marbles the whole class receive 30 minutes 'Golden Time' decided by the class.
Weekly celebration assembly These celebrate achievements both in school and outside of school and are held every Friday. This also links to our GROW values. **Star of the Week certificates:** The class teacher will nominate a child who has been consistently following the school rules or for an exceptional achievement during the week. The child will then receive a certificate during the assembly. **Attendance:** The class with the highest attendance will be awarded a certificate and have their class picture placed on the star attendance shelf. All classes that have at least 96% attendance will have their class picture displayed on the green for great shelf. **Team points:** Team points are totalled for the week and the scores are shared and totalled on the Teams display in the hall.
Celebrate success with parents

Informal comments at the end of the day, notes home, messages via Class Dojo or phone calls to reward exceptional work and achievement are made on a daily basis.
Principal's afternoon tea At the end of each half term, one child is selected from each class for **exceptional, consistently good** behaviour and invited to attend afternoon tea with the principal.

Sanctions

If a child is not following the school rules we use the language of Choice and Consequence.
Pupils choose their behaviour and choices always bring consequences.

Sanctions should always:
• make it clear that unacceptable behaviour affects others and is a serious offence against the school community
• avoid being applied to a whole group for the activities of individuals
• be consistently applied by all staff to help to ensure that children and staff feel supported and secure at all times.
The following table shows the sanctions used at our school, starting with the most minor and growing in severity.

Strategies to be used as reminders:
'The Look'
    1.   Minimal eye contact and a surprised look given for routine misbehaviour.
Praise others for making the appropriate choice
    2.   A reminder of expectations by identifying and praising a child doing the right thing – e.g. "Thank you… for putting your hand up".
Highlight choices
    3.   Verbal caution- remind the child of the 'right thing' to do.
Adult support
    4.   Teacher / TA to support the pupil in their work if necessary.

Reminder 1- Remind the child of the school rules, explain how you would like them to change their behaviour and what you are expecting from them moving forward. Make a private note in the behaviour log that the child has received a warning and the reason why.
Reminder 2- Explain that you have already spoken about …. behaviour and this has not been resolved, so five minutes time back at the next break/lunch to discuss, as a consequence. The child is also informed of further consequences if this is not resolved when returning to the classroom. Make a private note in the behaviour log that the child has received a warning and the reason why.
Reminder 3- The child must attend seclusion at the next possible lunchtime for 15minutes to reflect on behaviour and consider improvements that need to be made.
If behaviour persists;   1.   **Time out in partner class;** Sitting in another class (a member of SLT where possible), away from the other pupils but still with a focus on the teacher.

2. TA on call; Would go to the class and support the child, encouraging them to improve their behaviour. If this is not happening then the child would be taken to the reflection room to complete their work in silence. When their behaviour has improved they will be taken back to class.
Informal contact with parent To make them aware of a slip in behaviour through face to face or phone conversation with the class teacher at the end of the day.
Child's behaviour resulting Reminder 3 twice in a week If a child's behaviour escalates to Reminder 3 twice in a week, a meeting will be held with the child, parents and class teacher.
Child's behaviour resulting in Reminder 3 three or more times in a week If a child's behaviour escalates to Reminder 3 three times or more in a week, a meeting will be held with the child, parents, class teacher and a member of SLT.
Each day starts a fresh.

Addressing persistently poor behaviour or serious incidents

Sent to SLT - For serious incidents / persistent behaviour, child to be seen by a member of SLT who will decide on the appropriate next steps.
Use of behaviour contract. The child is placed on report. Parents are involved in this process.
Exclusion – internal. If the daily report card shows that behaviour has not improved, then the pupil will be excluded in school for a period of time. This will be in the school reflection room. This will be at the discretion of the principal.
External agency support- Parents/carers will meet with the Principal to discuss alternative educational settings, so that permanent exclusions can be avoided.
Exclusion – external   - Formal disciplinary procedure involving Trustees, CEO and LA

Seclusion:

Lunchtime seclusions will take place in the principal's office. Children will have their name and reason for attending recorded in the Behaviour Log. Every child sent for seclusion will need to explain to the member of staff on duty why they are there and what they are going to do differently to improve their behaviour in future.

Class teachers will send the children with work to complete during this time. Staff will engage in minimum conversation with the child or other staff members to ensure seclusion is a time for reflection for the children. During lunchtime, children can be sent to seclusion. However, a member of must accompany the child to report the issues arising outside to the member of staff in seclusion, who will deal with matter accordingly.

At the end of each week, class teachers will complete the weekly behaviour log. The SLT will then collate and analyse the number of reminders and seclusions happening on a weekly basis and act on this accordingly.

Being Fair

All children deserve a chance to explain themselves; it is the adults' responsibility to allow time for this as close to the incident as possible to make sure it is dealt with fairly. If it is not possible to talk to the child straight away the child should have chance to record what happened either through pictures or writing it down. We understand that a common and consistent use of language around behaviour is essential in creating clear boundaries for learning how to behave. Adults should remain professional and calm at all times. Most conversations around behaviour would normally be conducted, in the first instance, by the class teacher. Incidents are then logged on CPOMS at the staff member's discretion

As previously stated **consistency** across the school is of the upmost importance. Every member of staff must ensure that they have **high expectations** of the pupils and take a **collective responsibility both in class and around the school**.

We expect an apology from the pupil that is sincere and shows that the child has reflected on their behaviour whenever the school rules are broken.

Procedures for Persistent Offenders and Isolated Incidents

Children who have regular seclusions or who are in danger of being excluded require specific attention and strategies if the consequences and sanctions fail.

In the first stages staff should follow the Behaviour Policy. After monitoring for a week, discussions should take place with the parents to identify any reasons for the behaviour. If unacceptable behaviour continues following discussions with parents the teacher should speak to a member of SLT to decide if the child should be put on report or, if the issue is related to another matter; appropriate action needs to be taken.

In most cases the child will be put on a Behaviour Plan, whereby targets are chosen specific to the child and monitored. If necessary a Risk Assessment is completed using the template in the appendices below. These are completed with the parent and child where appropriate and shared with relevant to ensure that a consistent approach is followed.

For serious incidents support and advice should be sought from a member of SLT. If in extreme cases exclusion becomes necessary, the school will follow the process laid down by the Department for Education.

Exclusion

If in the opinion of the principal, the child's misbehaviour is serious enough, then the child may receive a fixed term exclusion. The procedures that should be carried out should follow government and local authority procedures.

If the fixed term exclusion constitutes more than 5 continuous school days (not including weekends or school holidays) then the school must arrange for full time education at an alternative setting for the remaining days of the fixed term exclusion. On returning to the school, the principal (or a member of SLT in their absence) should ensure that a reintegration meeting takes place with the child's parents/guardians and the child. A permanent exclusion will only be sought in the most severe of cases. This again must be in line with the procedure set out by the Local Authority.

The principal should ensure that a record is kept of their actions and that of other staff with regard to any exclusions. It is also the responsibility of the principal to inform the Local Authority immediately of any exclusion. The board of trustees will be informed on a termly basis regarding exclusions. They will also be informed about exclusions which would result in the pupil being excluded for more than five days (or more than ten lunchtimes) within a term; as well as permanent exclusions.

Procedures that are to be followed for fixed term/permanent exclusion are detailed on the Local Authority's web site. Additional guidance can be found on DfE website www.gov.uk.

Physical restraint

Physical Intervention may be necessary in order to:
- prevent a pupil injuring themselves or others, (e.g. a fight between pupils, stopping a young person from running towards traffic),
- prevent a pupil causing serious damage to property,
- prevent a pupil committing an offence (or for any pupil under the age of criminal responsibility, what would be considered an offence for an older person).

Incidents of physical restraint must:
- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (see appendices below)

Further information on physical restraint can be found in the Physical Restraint Policy.

Racism

Definition of a racist incident
A racist incident occurs when people are abused because of their racial difference.
Incidents are investigated as potentially racist if the victim experiences it as racially motivated or others involved see it as such.

Racism is on a continuum that includes bullying and other personal abuse.
It is crucial therefore:

- For the victim to feel supported by the school
- For the perpetrator to be dealt with

Responding to racist incidents

Racist incidents are serious, however trivial they may seem in isolation. In personal terms they are extremely offensive.

- All incidents are dealt with sensitively
- The senior leadership team and safe guarding lead are responsible for dealing with racist incidents.
- All staff need to be confident to know what is expected of them and be given support in dealing with racist incidents.
- Time is needed to investigate an incident thoroughly, to ensure that justice is done and is seen to be done.
- Support needs to be given to victims.
- Perpetrators need to be counselled and dealt with appropriately and fairly.
- Staff, children, and parents need to be kept informed of progress and outcomes.

Data collection and monitoring

All racist incidents are logged on CPOMS. The log includes other kinds of personal abuse like bullying. This is then monitored by the safe guarding lead and shared with the
the trust who collate this information and act on it accordingly.
At Castleward Spencer we:

- Encourage children to talk about themselves positively and regard themselves as achievers.
- Provide additional support and security for children who need it before and after school
- Children's experiences and backgrounds are utilised in planning and gathering teaching materials.
- Children share in discussions dealing with racism in circle time activities.
- Provide explicit information for children (on what to do if they are victims of a racist incident)
- Develop positive relationships between staff and children in order to ensure the child can tell about their experiences and share incidents of abuse

Bullying

Rationale

Bullying is a deliberate act done to cause distress solely in order to give a feeling of power, status or other gratification to the bully. It can range from name calling, racist comments, teasing, threats and extortion through to physical assault on persons and/or their property, in or out of the school. Castleward Spencer will not tolerate any form of bullying including that which is linked to racism, homophobia, gender, disability or social background.

Purposes
- Every student in our school has the right to enjoy learning and play, free from intimidation, both in the school and in the community.
- Our school does not tolerate any unkind actions or remarks, even if they were not intended to hurt. Bullying is dealt with seriously.
- Pupils should help each other by reporting all instances of bullying. Information is treated in confidence.

Procedure Reporting
Pupils should be encouraged to report bullying to any trusted adult. Children are taken seriously at all times. Any information is regarded as confidential, as far as possible.

Recording
Incidents of bullying are recorded on CPOMs.

Investigation
The situation is investigated and the outcome communicated to those involved, parents of bullies and victims will be involved and informed of the outcomes.

Staff action
Bullies should not be bullied.
Victims should be provided with a "safe refuge"
Bullies and victims may be counselled together.
All involved must see something is being done.

Incidents are recorded on CPOMs and dealt with by the senior leadership team or safeguarding lead where appropriate. Sanctions follow our behaviour policy.

Learning
There are frequent opportunities for children to discuss all forms of bullying in many curricular areas / PSHE / assemblies/ school council. Children learn about the different kinds of bullying – racist, homophobic and social networking / cyber-bullying.

Sexual Violence and Harassment

The school is opposed to any kind of incident of this type. When an incident of this type occurs the school will:

- Record any disclosure and pass on to the DSL or Deputy immediately

- Where sexual violence has been disclosed this is a criminal event and MUST be reported to the police as such

- Parents/carers of the victim/alleged perpetrator should be informed (unless this would put the child at further risk)

- In the case of sexual violence - carry out an immediate risk and needs assessment

- In the case of sexual harassment – carry out a risk assessment on a case-by-case basis

- Engage with children's social care and specialist services as required

Searching, Screening and Confiscation

The following advice is based upon the Department for Education document 'Searching, screening and confiscation - Advice for Head Teachers, school staff and governing bodies' January 2018

<u>Searching</u>
School staff can search a child for any item if the child agrees. (The ability to give consent may be influenced by the child's age or other factors).

The principal and staff authorised by them, have a statutory power to search children or their possessions, without consent, where they have reasonable grounds for suspecting that the child may have a prohibited item. See Physical Intervention Policy for further details.

Prohibited items are:

- knives or weapons

- alcohol

- illegal drugs

- stolen items

- tobacco and cigarette papers

- fireworks

- pornographic images

- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or

- to cause personal injury to, or damage to the property of, any person (including the child).

The Principal and authorised staff can also search for any item banned by the school rules.

<u>Confiscation</u>

School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.

Searching with consent
School staff can search children with their consent for any item.

The school is not required to have formal written consent from the child for this sort of search – it is enough for the teacher to ask the pupil to turn out his or her pockets or if the teacher can look in the child's bag or locker and for the child to agree. If the child refuses, the teacher can apply an appropriate punishment.

Searching without consent
The member of staff conducting the search must be the same sex as the child being searched; and there must be a witness (also a staff member) and, if at all possible, they should be the same sex as the child being searched.

There is a limited exception to this rule. Staff can carry out a search of a child of the opposite sex and without a witness present, but only where they reasonably believe that there is a risk that serious harm will be caused to a person if you do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.

Appendix 1

Weekly Behaviour Log

Class Name:	
Week Beginning:	

*Please write the name of the child in the correct box.

Day	Reminder 1	Reminder 2	Reminder 3
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Total			

Appendix 2

Seclusion Record Sheet

Child's name		Child's name	
Date and time		Date and time	
Reason (link to rule broken)		Reason (link to rule broken)	
Number of times on the moon		Number of times on the moon	
Staff member		Staff member	
Seclusion staff sign and date		Seclusion staff sign and date	

Appendix 3

Whole Academy Behaviour Analysis

Autumn 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Total
Reminder 1								
Reminder 2								
Reminder 3								
Total								

	FS2		Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
Reminder 1														
Reminder 2														
Reminder 3														
Total														

Seclusions:

Exclusions: 0 days in total
Exclusions at the same point 2021/22: days in total

Appendix 4 -

RESTRAINT RECORDING FORM

1. Pupil's Name……………………………………………………………………………….

2. Pupil's Class…………………………………………………………………………………

3. Pupil's Age……………………………………….

4. Date of Incident…………………………………………. Time……………

5. Location of Incident…………………………………………………………………..

6. Staff Member(s) involved in restraint…………………………………………..

………………………………………………………………………………………………………

7. Names of staff and pupils who witnessed the incident……………………..

………………………………………………………………………………………………………

8. Reason that restraint was necessary…………………………………………….

………………………………………………………………………………………………………

………………………………………………………………………………………………………

9. De-escalation techniques used to try and defuse or calm the situation

………………………………………………………………………………………………………

………………………………………………………………………………………………………

10. Description of force/restraint holds used ……………………………………….

………………………………………………………………………………………………………

11. How was the restraint applied…………………………………………………………

………………………………………………………………………………………………………

12. How long was it used for…………………………………………………………………

13. The pupil's response and eventual outcome…………………………………

………………………………………………………………………………………………………

………………………………………………………………………………………………………

14. Details of any injuries suffered by the pupil or staff…………………………

………………………………………………………………………………………………………

…………………………………………………………………………………………

15. Details of any damage to property………………………………………………………………………………..

……

16. Details of any medical treatment required…………………………………………………………………………

………

Form completed by……………………………………………………………

Position within School …………………………………………………..

Date Completed ……………………… Time Completed …………

Completed Form to be returned to Designated Staff Member as soon as

possible and ideally the same day as the incident.

Appendix 5

POST INCIDENT INFORMATION

1. Was any post incident support offered to the pupil and if so what Support?

………

………

2. Was any post incident support offered to the member of staff involved?

……..

……..

3. Details of follow up, including contact with parents/carers of the pupil

………

………

4. Details of any follow up involvement of external agencies

……..

………
Copies of both Forms must be scanned into CPOMS and in the Pupil's Personal Record file.

Behaviour Plan

PUPIL NAME:	CLASS:	YEAR GROUP:

Date of birth: Date plan starts: Date of next review:	Medical conditions/needs: Staff working with the pupil:
Challenging behavior: What does it look like? What triggers it?	**Targets:** What are we working towards? How do we get there?
Strategies for positive behavior: How do we maintain positive behavior? - Phrases to use - Rewards, motivators	**Early warning signs:** How do we prevent an incident? - What to look out for - How to respond (reminders, alternative environment)
Reactive strategies: How do we diffuse the situation? - What to do and what not to do - Phrases to use - Calming techniques At what stage should another member of staff be informed? Who should this be?	**Support after an incident:** How do we help the pupil reflect and learn from the incident? Is there anything that staff can learn about working with this pupil?
Likes	**Dislikes**
Skills and Talents	**Achievements**

Agreement:		
Parent name	Staff name	
Parent signature	Staff signature	
Date	Date	

Log of incidents:

Date	Description of behaviour	Trigger for incident	Action taken

IBP evaluation and next steps:

How effective is the plan?

Record suggestions to be considered when this plan is reviewed.

Is the behavior Panel at Derby City Council aware of this situation?

What strategies have been implemented following on from any referrals to outside agencies?

Appendix 7

Risk Assessment Template

GENERAL INFORMATION	
PUPIL'S NAME	
ADDITONAL INFORMATION e.g SEND, PP, EAL, medical conditions etc	
DATE OF BIRTH	
ASSESSMENT COMPLETED BY	
SIGNATURE	
DATE OF ASSESSMENT	
REVIEW DATE	

Verbal aggression

E.g. regular angry outbursts or shouting, swearing or being very argumentative.

IDENTIFICATION OF RISK	
What risks does this behaviour pose?	For example: • Causes distress and/or anxiety in pupils and/or staff • Could turn into physical aggression
Who is affected by the risk?	For example: • Other pupils • Staff • Wider school community

ASSESSMENT OF RISK	
In which situations does the risk usually occur?	Describe any triggers that you know of, e.g.: • Being asked to do something by a member of staff • Being told 'no' • Working with a particular pupil/group of pupils

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How likely is the risk to arise?	Consider any past incidents to help with this. For example, if the pupil has exhibited verbal aggression on many occasions when being asked to do something by a member of staff, presume that the risk is likely to arise.
If the risk arises, who is likely to be injured or hurt?	For example, if verbal aggression has the potential to turn into physical aggression, it could be: • Pupils in close proximity • The class teacher • Staff on lunchtime supervision duties
What kinds of injuries or harm are likely to occur?	For example: • Physical injuries, such as bruises or cuts, if the verbal aggression turns into physical aggression • Non-physical harm, such as anxiety and distress
How serious are the adverse outcomes?	Would those affected require medical attention or counselling? How long-lasting would the impact be?

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RISK REDUCTION

TYPE OF ACTION	OPTIONS	BENEFITS	DRAWBACKS
Proactive interventions to prevent risk, i.e. before the pupil displays challenging behaviour	For example: • Being aware of the triggers • Setting clear boundaries for what is acceptable and what isn't	For example: • The measure is easy to implement – the class teacher can avoid grouping the pupil with pupils X, Y and Z which triggers the risk • The measure is set out in the pupil's behaviour plan	For example: • The measure is only easy to implement for staff who are in regular contact with the pupil – it may not be possible for all staff members (including supply staff) to be aware of the triggers • The pupil does not respond well to the boundaries set
Early interventions to prevent risk, i.e. at the first sign that the challenging behaviour could take place	For example: • Time out for the pupil in a safe, calm area • Moving the pupil to a quiet area in the classroom	For example: • The change of scenery may help the pupil calm down • There's no need for the pupil to leave the classroom and they can rejoin the lesson when they have calmed down	For example: • If the time out area is outside of the classroom, there would need to be a member of staff to supervise • It may be difficult to find space for a quiet area in the classroom
Reactive interventions to manage risk, i.e. where the pupil is already displaying the challenging behaviour	For example: • Removing the pupil from class to calm down • Withdrawal of attention or the use of a distractor	For example: • Prevents other pupils from being in close proximity • Can be an effective way to step in without using reasonable force or physical restraint	For example: • Requires a safe space and a member of staff to be with the pupil • May not be effective with all pupils

Physical aggression

E.g. frequently hitting, biting or kicking others or hair pulling.

IDENTIFICATION OF RISK	
What risks does this behaviour pose?	For example: • Causes injury or harm • Leads to anxiety in pupils and/or staff
Who is affected by the risk?	For example: • Other pupils • Members of staff • Wider school community

ASSESSMENT OF RISK	
In which situations does the risk usually occur?	Describe any triggers that you know of, e.g.: • Being told 'no' • Disagreements with another pupil
How likely is the risk to arise?	Consider any past incidents to help with this. For example, if the pupil has exhibited physical aggression on many occasions when being told 'no', presume that the risk is likely to arise.

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ASSESSMENT OF RISK

If the risk arises, who is likely to be injured or hurt?	For example: • Anyone triggering the behaviour – e.g. the class teacher who told the pupil 'no' • Pupils or staff in close proximity • The pupil themself
What kinds of injuries or harm are likely to occur?	For example: • Physical injuries, such as cuts, bruises or concussion • Non-physical harm, such as anxiety and distress
How serious are the adverse outcomes?	Would those affected require medical attention? How long-lasting would the impact be?

RISK REDUCTION

TYPE OF ACTION	OPTIONS	BENEFITS	DRAWBACKS
Proactive interventions to prevent risk, i.e. before the pupil displays challenging behaviour	For example: • Being aware of triggers • Setting clear boundaries for what is acceptable and what isn't	For example: • The measure is easy to implement – the class teacher can avoid grouping the pupil with pupils X, Y and Z which triggers the risk • The measure is set out in the pupil's behaviour plan	For example: • The measure is only easy to implement for staff who are in regular contact with the pupil – it may not be possible for all staff members (including supply staff) to be aware of the triggers • The pupil may not respond well to the boundaries set

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RISK REDUCTION

Early interventions to prevent risk, i.e. at the first sign that the challenging behaviour could take place	For example: • Removing the pupil from class to calm down	For example: • Prevents other pupils from being in close proximity	For example: • May require the use of reasonable force which poses a risk to the member of staff carrying out the reasonable force
Reactive interventions to manage risk, i.e. where the pupil is already displaying the challenging behaviour	For example: • Reasonable force or physical restraint where necessary	For example: • May be the only option to step in and keep other pupils and/or staff safe	For example: • Poses a risk to the pupil or member of staff

Destructiveness

E.g. deliberately damaging school property or the property of pupils and/or staff.

IDENTIFICATION OF RISK

What risks does this behaviour pose?	For example: • High-value property (e.g. IT equipment) is damaged • Causes distress for pupils and/or staff • Causes harm or injury to pupils and/or staff in close proximity • Pupil may injure or harm themselves (e.g. if they smash a window they may injure themselves)

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IDENTIFICATION OF RISK

Who is affected by the risk?	For example: • Other pupils • The pupil themselves • Staff members • Wider school community - for example, the parents of the pupil whose property has been damaged

ASSESSMENT OF RISK

In which situations does the risk usually occur?	Describe any triggers that you know of, e.g. in retaliation to being told off.
How likely is the risk to arise?	Consider any past incidents to help with this. For example, if the pupil has been destructive on many occasions when being told 'no', presume that the risk is likely to arise.
If the risk arises, who is likely to be injured or hurt?	For example: • Pupils or staff in close proximity • The pupil themselves
What kinds of injuries or harm are likely to occur?	For example: • Physical injuries, such as cuts, bruises or concussion • Non-physical harm, such as anxiety and distress

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ASSESSMENT OF RISK

How serious are the adverse outcomes?	Would those affected require medical attention? How long-lasting would the impact be?

RISK REDUCTION

TYPE OF MEASURE	OPTIONS	BENEFITS	DRAWBACKS
Proactive interventions to prevent risk, i.e. before the pupil displays challenging behaviour	For example: • Being aware of triggers • Setting clear boundaries for what is acceptable and what isn't	For example: • The measure is easy to implement – the class teacher can avoid grouping the pupil with pupils X, Y and Z which triggers the risk • The measure is set out in the pupil's behaviour plan	For example: • The measure is only easy to implement for staff who are in regular contact with the pupil – it may not be possible for all staff members (including supply staff) to be aware of the triggers • The pupil may not respond well to the boundaries set
Early interventions to prevent risk, i.e. at the first sign that the challenging behaviour could take place	For example: • Removing the pupil from class to calm down	For example: • Provides a change of scenery that may help diffuse the pupil's behaviour	For example: • May require the use of reasonable force and pose a risk to the member of staff carrying out the reasonable force

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Reactive interventions to manage risk, i.e. where the pupil is already displaying the challenging behaviour	For example: • Reasonable force or physical restraint where necessary	For example: • May be the only way for a member of staff to step in and prevent injury or harm	For example: • Can put the member of staff stepping in at risk

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Fixed Term Exclusion Checklist Record Sheet Student Information			
Name of Student		Form	
Completed by		Date of incident	
Date exclusion begins		Number of days	
Previous exclusions (date/days/reason)			
SEND (if yes nature)			
On discussion with SENCO Will this SEND contribute to how the student responded? How have we made the sanctions appropriate for this SEND student?			
Reason for exclusion (if more than one please indicate priority order)			
Bullying		Damage	
Drug / alcohol		Racist abuse	
Sexual misconduct		Theft	
Persistent disruptive behaviour			
Physical assault against a pupil			
Physical assault against an adult			
Verbal abuse / threatening behaviour towards a pupil			
Verbal abuse / threatening behaviour towards an adult			
Other (please state)			
Provision for student (if beyond 5th day)			
Have witness statements been taken and attached?			
Has a statement been taken from the excluded student and attached?			
Any further comments?			
Signature of Principal (or VP)		Date	
Date & time pupil to return to school with paren*t/carer*			
Who meeting will be with			

Support offered	Date	Outcome
EHA	**N/A**	
Mentoring (progress leader/tutor/teacher)		
Counselling		
Parent meeting (VP/HT)		
Parent meeting (Chair of Govs)		
Time out card		
Emotional support provided (Year manager)		
Report cards		
Additional screening (CAT/ Boxall)		
Personalised timetable (on site Alternative provision/ Part time)		
Group changes in school – distancing student from others		
Sharing student's needs/vulnerabilities with colleagues		
Smaller groups sizes		
Other staff supporting in lessons		
Technology to support learning. E.g. reader pen, translator dictionary etc.		
THRIVE profile		
Time in THRIVE		
Alternative provision (off site)		
Break/lunch time support		
Risk Assessment		
External Agency Support		
Drug awareness session		
Al-Hurrayh support		
Educational Psychologist report		

Exclusion Letter Template

Dear

I am writing to inform you of my decision to exclude _____ for a fixed period of one (__) day. This means that _____ will not be allowed in the academy for this period. The exclusion begins on _____ and ends on _____. I realise that this exclusion may well be upsetting for you and your family, but the decision to exclude _____has not been taken lightly.   _____has been excluded for this fixed period because _____.

You have a duty to ensure that your child is not present in a public place in school hours during this exclusion on _____date_____ unless there is reasonable justification for this. I must warn you that you may be prosecuted or receive a penalty notice from the Local Authority if your child is present in a public place during school hours on the specified dates. If so, it will be for you to show reasonable justification.

We will set work for _____ to be completed on the days specified in the previous paragraph. Please ensure that work set by the school is completed and returned to us promptly for marking.

You have the right to make written representations about this decision to the Board of Trustees. If you wish to make representations please contact Paul West, CEO The Spencer Trust, Arthur Mee Road, Stapleford, Nottingham, NG9 7EW- email – info@sattrust.com as soon as possible. Whilst the Board of Trustees 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.

Excluded pupils should be enabled and encouraged to participate at all stages of the exclusion process, taking in to account their age and understanding. You should also be aware that if you think the exclusion relates to a disability your child has, and you think disability discrimination has occurred, you have the right to make a claim to the First-tier Tribunal http://www.justice.gov.uk/tribunals/send/appeals.

You and _____ are requested to attend a reintegration interview with _____ (Principal) on _____date and time_____. The purpose of the reintegration interview is to discuss how best your child's return to the academy can be managed.

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You also have the right to see a copy of _____ school record. Due to confidentiality restrictions, you will need to notify me in writing if you wish to be supplied with a copy of _____ school record. I will be happy to supply you with a copy if you request it.

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

- Derby City Council, Children and Young People's Services who can provide advice on what options are available to you. Email: Michelle.Wolverson@derby.gov.ukIYFA@derby.gov.uk
- Claims regarding other forms of discrimination in schools in Derby should be addressed to the County Court at Derby Combined Court Centre, Morledge, Derby DE1 2XE.
- The Coram Children's Legal Centre which promotes children's rights at: https:/www.childrenslegalcentre.com (telephone advice line service 0345 345 4345 –available Monday to Friday 9am -8pm and Saturday 9am – 12.30pm).
- ACE Education Advice for Parents at: https://www.ace-ed.org.uk (telephone advice line service 03000 115 142 - available Monday to Wednesday from 10am to 1pm during term time) · Independent Provider of Special Education Advice at: https://www.ipsea.org.uk
- the Council for Disabled Children (which also incorporates the Information Advice and Support Services Network (formerly known as parent partnerships) at:

https://www.councilfordisabledchildren.org.uk

- the National Autistic Society (Schools Exclusion Service (England) at: https//www.schoolsexclusions@nas.org.uk (telephone advice line 0808 800 4002 – available Monday to Friday 10am – 3pm)

You may also wish to access the following sources for further advice on exclusions:

- the DoE statutory guidance on exclusions: https://www.gov.uk/government/publications/school-exclusion
- the DoE statutory guidance on school discipline and exclusion from school at: https://www.gov.uk/school-discipline-exclusions
- Complaint against a school/academy at: https://www.gov.uk/complain-about-school/state-schools
- Derby City Council: https://derby.gov.uk/education-and-learning/schools-and-colleges/exclusion-of-pupils/

_____ exclusion expires on _____ and we expect _____to be back in the school on ____date and time _____.

Yours sincerely,

Principal

Derby City Council Exclusions Reporting Form

One copy of this form to should be retained by the school, **one forwarded to the address at the top of this form** and the chair of governors should be notified within 1 day of the exclusion. **Please ensure that this exclusion is recorded on your school MIS software and matches your attendance records**.

PLEASE COMPLETE USING CAPITAL LETTERS

School

Excluded pupil Surname   **Forename**

None	
K	
E	

Date of Birth _____   **UPN** _____   **SEN**

LAC – Yes ☐ **No** ☐   **Pupil Premium - Yes** ☐ **No** ☐   **FSM – Yes** ☐ **No** ☐

Parent/Guardian contact details:

Name	Full Address	Home Tel No
		Work Tel No
		Mobile Tel No

First day of exclusion (including any half days)	
Date due back at school	

6th day provision arranged at:	
Starts on:	

Type of Exclusion (tick one)

Permanent (PX) ☐
Fixed Term (FTX) ☐

Length of FTX exclusion _____ (number of days)

Please note: A lunch time exclusion is 0.5 of a day

Reason for exclusion	Main (Only tick one)	Subsidiary (Only tick one)
Physical assault against pupil		
Physical assault against adult		
Verbal abuse / threatening behaviour against pupil		
Verbal abuse / threatening behaviour against adult		
Bullying		
Racist abuse		
Sexual misconduct		
Drug & Alcohol		
Damage		
Theft		
Persistent disruptive behaviour		
Other – please specify		

Please tick this box if a weapon was involved in the incident: ☐

Date(s) of missed examination(s) due to exclusion:

I confirm that I have informed the parents in writing of the exclusion and of their right to make representations to the Governing Body. The exclusion has also recorded on our attendance and MIS software for audit purposes.

	Head teacher	Date:
Signed		

NATIONAL STANDARD LIST OF REASONS FOR EXCLUSIONS

This list provides descriptors of reasons for exclusions and the main reason for exclusion should be recorded. The 12 categories should cover the main reasons for exclusions and the "other" category should be used sparingly. The further detail suggesting what the descriptors cover should be used as a guide.

Physical assault against pupil
Includes:
- fighting
- violent behaviour
- wounding
- obstruction and jostling

Physical assault against adult
Includes:
- violent behaviour
- wounding
- obstruction and jostling

Verbal abuse / threatening behaviour against pupil
Includes:
- threatened violence
- aggressive behaviour
- swearing
- homophobic abuse and harassment
- verbal intimidation
- carrying an offensive weapon

Verbal abuse / threatening behaviour against adult
Includes:
- threatened violence
- aggressive behaviour
- swearing
- homophobic abuse and harassment
- verbal intimidation
- carrying an offensive weapon

Bullying
Includes:
- verbal
- physical

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- homophobic bullying
- racist bullying

Racist abuse
Includes:
- racist taunting and harassment
- derogatory racist statements
- swearing that can be attributed to racist characteristics
- racist bullying
- racist graffiti

Sexual misconduct
Includes:
- sexual abuse
- sexual assault
- sexual harassment
- lewd behaviour
- sexual bullying
- sexual graffiti

Drug and alcohol related
Includes:
- possession of illegal drugs
- inappropriate use of prescribed drugs
- drug dealing
- smoking
- alcohol abuse
- substance abuse

Damage
Includes damage to school or personal property belonging to any member of the school community:
- vandalism
- arson
- graffiti

Theft
Includes:
- stealing school property
- stealing personal property (pupil or adult)
- stealing from local shops on a school outing
- selling and dealing in stolen property

Persistent disruptive behaviour
Includes:
- challenging behaviour
- disobedience
- persistent violation of school rules

Other
Includes incidents which are not covered by the categories above but this category should be used sparingly.

Reintegration Meeting following an Exclusion

Student Information			
Name of Student		Class	
Completed by		Date of incident	
Date of Reintegration Meeting		Number of days absent	
Previous exclusions (date/days/reason)			
Reintegration Meeting Information			
Present at Meeting			
Behaviour which resulted in exclusion being given			
Has the work set during exclusion been completed and returned?			
Reflection- To be completed with the child during the meeting			
What happened?			
How were you feeling at the time?			
Who else was involved?			
How do you feel now?			
How can you make it better?			
Any further comments?			
Next Steps			
Actions by School			
Actions by Parent			
Actions by Pupil			
*Agreed actions are needed to ensure there are no further breaches of the school's behaviour policy and that the education or welfare of pupils or others in the school are not seriously harmed.			
Is a risk assessment needed?			

Date of completion Review date			
Is the pupil identified on the Behaviour At Risk Register?			
Is the Local Authority aware of the exclusion?			
Signature of Principal (or VP)		Date	

Record of the meeting (please tick)

Copy to the parents	
Copy placed in the pupil's school file	