

OUGHTRINGTON  
PRIMARY SCHOOL



THE  TRUST

## Behaviour Policy

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Version	Date	Action
5	November 2018	Updated Policy
6	November 2020	Updated Policy
7	May 2020	Amended in light Covid-19 phased return to school
8	October 2022	Updated policy
9	September 2023	Draft policy
10	January 2024	Updated

This Policy is available on the Website and from the School Office



## **Policy Audit**

This quick audit will help all staff and Governors to assess whether the basics of this Policy are in place.

### **Writing and Reviewing the Behaviour Policy**

The Behaviour Policy relates to other policies including;

- *Anti-bullying*
- *Online Safety*
- *EYFS*
- *Racial Equality, Cultural Diversity and Equal Opportunities*
- *Child Protection and Safeguarding*
- *Planning, Assessment, Recording and Reporting*
- *Teaching and Learning*
- *Special Educational Needs (S.E.N.)*
- *Health and Safety*
- *Values education*

Our Behaviour Policy has been written by the school; building on the DFE and LA Guidelines. It has been agreed by all teaching staff and approved by Governors.

## **Behaviour Policy**

### **Purpose:**

It is a primary aim of Oughtrington Primary School to promote and maintain a friendly and caring atmosphere within school. We believe that great behaviour throughout school is the result of high expectations which are consistently applied. We also believe in treating all members of our school community fairly in order to promote an ethos in which all will thrive. It is important to encourage pupils to behave in a caring, co-operative and self-disciplined manner and to always try their best. Children are expected to develop a clear sense of right and wrong, follow our school values and to care for themselves, others and their environment. We will do this by **explicitly** teaching children what good behaviour looks like, promoting our school Code of Conduct, values, attitudes and beliefs, effectively implementing the behaviour policy and implementing additional support for those children who need it.

### **Objectives:**

- To establish a calm, caring and safe learning environment in which the highest standards of teaching and learning can take place
- To ensure a restorative practice approach to behaviour
- To teach children how to regulate their behaviour and emotions
- To ensure that every member of the school community feels valued and respected, and that each person is treated fairly
- To enable children to become positive, responsible and increasingly independent members of the school community
- To encourage pupils to behave in a caring, co-operative and self-disciplined manner
- To follow a positive behaviour strategy which rewards positive behaviour, effort and achievements in all areas
- To ensure that incidents of inappropriate behaviour are dealt with fairly and consistently

### **Strategies:**

- Staff to recognise and reward positive behaviour, regular attendance, learning, effort and achievement in all areas
- Staff to use restorative practice techniques when dealing with behaviour
- Staff to use school systems for recording and reporting to parents/carers, both positive and inappropriate behaviour, with emphasis on positive contributions and achievements
- Staff to provide forums, such as the School Council, the Listening Room and Children's Questionnaires, where the views and concerns of pupils can be expressed and acted upon where appropriate
- Staff to promote our school values in all aspects of school life, in order to help our pupils to develop their social and emotional skill
- Staff to promote the school's Code of Conduct both inside and outside the classroom, and to use the behaviour management system to address inappropriate behaviour

### **Code of Conduct**

Our Code of Conduct is designed to ensure a safe and purposeful learning environment in which pupils can do their best and be their best.

### **Oughtrington's Code of Conduct, we are:**

Ready to learn  
Respectful and  
Safe

These 3 principles are displayed in every classroom and in shared areas throughout school. At the beginning of the school year, staff discuss with children what these three principles look like in different contexts within the school setting. They are referred to throughout the day and in all conversations with pupils regarding inappropriate behaviour.

### **Rewards**

Maintaining a positive behaviour culture requires constant work and an intrinsic motivation to behave well. At Oughtrington Primary School, we positively reinforce behaviour which reflects the values of the school and prepares pupils to engage in their learning. Positive reinforcements and rewards should be applied clearly and fairly to reinforce the routines, expectations and norms of our behaviour culture. Positive behaviour is rewarded by all staff in a variety of ways:

### **The Class Dojo System:**

We use the Class Dojo system to reward positive behaviour. Each child is awarded 'dojos' for showing effort, good behaviour or achievement. Bronze, silver, gold and ambassador badges are awarded to pupils once they have achieved a specified number of dojo points. Parents are linked to their own child's dojo account and receive a notification each time a dojo point is awarded. Staff can also use the messaging facility on Class Dojo to inform parents of incidents of positive behaviour.

### **In and around the classroom:**

All staff reward positive behaviour with verbal praise, stickers, dojo points, rewards on reward charts / individual reward systems. This is communicated with parents / carers via Class Dojo or phone calls.

### **Praise assembly:**

Each week during Praise Assembly a child from each class is nominated for 'Star of the Week.' They receive a sticker and a certificate from the Head Teacher. Children also receive certificates and stickers for demonstrating our half termly values and citizenship awards each half term. A vast array of other achievements are celebrated during Praise Assembly e.g. music certificates and sporting achievements.

### **Sharing work:**

Children are given the opportunity to share their significant achievements with another member of staff.

### **Postcards:**

Two children from each class are chosen each half term to receive a well done postcard which is sent home during the holidays.

### **Sanctions**

On occasions where low level inappropriate behaviour occurs, staff will use agreed sanctions to enforce the school code of conduct. This is dealt with as follows:

- Staff to ensure use of affective language- attaching a feeling word/reaction to the behaviour. e.g. child is given a verbal warning to stop the behaviour and given a reason as to why the behaviour is inappropriate and the impact it is having.

- If children continue to misbehave then their name should be written on the board with a line next to it (1 min off playtime). If the child continues to misbehave, then add more lines which match the minutes of playtime they'll miss.
- Once the child has missed the minute/s of their playtime, then their name can be rubbed out since 'they've served the time'. Staff will ensure children are aware of why their name has been written on the board.
- Staff may want to use restorative questions (see below) if children are unsure why their name is on the board.

If staff are concerned about a child's continued low level behaviour, the staff member should discuss this with Team Leaders/Senior Leadership Team (SLT). The staff member must also inform parents by telephone call, Class Dojo or in person where repeated low level behaviour incidents are occurring.

Adjustments to the above system may be made for children with additional needs following discussions with the SENCo and Pastoral Lead. This is at the class teacher's discretion. The class teacher will make sure that every member of staff involved with the child is aware of any amendments that are made.

***If there is a serious incident of inappropriate behaviour the Head Teacher or a Deputy Head Teacher will be sent for. If a child brings in an inappropriate object into school e.g. a sharp item, then a Police Community Support Officer (PCSO) may be contacted.***

***Staff must record incidents of visits/discussion with SLT and incidents where behaviour is of a concern on CPOMS. The member of SLT will then add any action taken.***

Where incidents involving child conflict occur. These will be dealt with using a restorative practice approach.

Through restorative practice children will be supported and encouraged to reflect on their own behaviour and what they will do differently in the future. They will also be supported to understand the behaviour expectations of school and the rules and routines in place in order to prevent further misbehaviour. This could be in the form of sanctions, reflective conversations, or targeted pastoral support. Staff will also consider whether the support for behaviour management provided remains appropriate for the child.

When dealing with such incidents the following questions will be asked to the children involved:

### **The restorative questions**

Those causing harm (wrongdoer):

What happened?

What were you thinking at the time?

What have your thoughts been since?

Who has been affected by what you did?

In what way have they been affected?

What do you think needs to happen next?

Those being harmed (affected):

What happened?

What were your thoughts at the time?

What have your thoughts been since?  
How has this affected you and others?  
What has been the hardest thing for you?  
What do you think needs to happen next?

Staff ask the first 5 questions to the wrongdoer first, then ask questions 1-5 to those affected. Then go to the wrongdoer and ask - is there anything you want to add? Then go back to those affected for the last question and repeat for the wrongdoer.

Staff may need to focus on the first question- 'what happened?' first to get an understanding of what has actually happened and establish the harmed from the harmer. Sometimes all children involved can be both and this is fine - the questions can still be asked.

### **Consequences**

Consequences can still happen. If everyone involved is satisfied from the outcome of the restorative chat then staff may think a consequence isn't needed. A lot of the time children will come up with their own consequence when the last question is asked. Sometimes staff may feel a consequence is appropriate and this links to the behaviour. At this point, children should be more accepting and understand the need for the consequence. Therefore, the behaviour shouldn't be repeated due to their understanding of how their behaviour has affected others rather than fear of a punishment/consequence.

Where constant behaviour problems over a prolonged period of time or extreme behaviour occurs, these children should be sent to a member of SLT. The member of SLT is responsible for communicating this to parents / carers. SLT will also use a restorative chat to address the behaviour.

### **Removal from Classrooms**

In addition to the above sanctions, a pupil may be required to spend a limited time out of the classroom, under the supervision of a member of staff. Removal from the classroom will be considered a serious sanction and only used when necessary once other behavioural strategies have been attempted, unless the behaviour is extreme and warrants immediate removal. Parents will be informed if the child has been removed from the classroom.

Removal from the classroom should be used for the following reasons:

- To maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption
- To enable disruptive pupils to be taken to a place where education can be continued in a managed environment
- To allow the pupil to regain calm in a safe space.

Pupils will not be removed from the classroom for prolonged periods of time. Once a pupil has had time to reflect on their behaviour and a restorative discussion has taken place/pastoral support given, the pupil will be reintegrated into the classroom when appropriate and safe to do so.

### **Positive Handling**

There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these

circumstances means 'using no more force than is needed'. The use of reasonable force will only occur as a last resort to prevent any harm to the child, other children or staff.

When considering the use of reasonable force, staff will, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, health needs or medical conditions.

### **The Role of Teaching & Non-Teaching Staff**

It is the role of all staff throughout school to have high expectations of children in terms of their behaviour, and to ensure children work to their best ability.

- Teachers are responsible for ensuring the School's Code of Conduct is understood and reinforced in their classes. In addition teachers, teaching assistants and lunchtime assistants are responsible for reinforcing the School's Code of Conduct consistently in and around school at all times. Teachers should ensure that pupils new to school are informed of and understand the Code of Conduct, behaviour management routines and sanctions.
- Teachers are responsible for developing a calm and safe environment for pupils and establishing clear boundaries of acceptable pupil behaviour.
- Staff should uphold the whole school approach to behaviour by explicitly teaching and modelling expected behaviour and positive relationships, so that pupils can see examples of good habits and are confident to ask for help when needed.
- Staff should challenge pupils to meet the school expectations and maintain the boundaries of acceptable conduct.
- All staff ensure that all children are treated as fairly as possible, showing respect and understanding.
- Staff should respond promptly, predictably and with confidence when pupils do misbehave to maintain a calm, safe learning environment and then consider how such behaviour can be prevented from recurring. Where circumstances arise that endanger the safety of pupils or staff, they should act swiftly and decisively to remove the threat and reduce the likelihood of its recurrence.
- Staff must not discuss any other children's behaviour / disclose any names with any other parents.
- The class teacher is responsible for seeing that any additional support strategies needed for individual children (e.g. home/school behaviour book, individual reward charts) are kept in operation, ensuring that all staff who have contact with the child are informed and are following the strategies consistently and liaising with parents on the support in place for their child.
- Where there are concerns regarding a child's behaviour, the class teacher is responsible for liaising with the Pastoral Lead, Special Educational Needs Coordinator (SENDCo)/ Assistant SENDCo to identify support and strategies that can be put in place.
- When a child has behavioural issues that require additional support/interventions, a pastoral care plan will sometimes be written by the class teacher, supported by the SENDCo or Assistant SENDCo or Pastoral Support Lead. All staff who work with the child will be given a copy. Pastoral Care Plans should be followed by all adults involved with the child and should be reviewed with parents at appropriate points.
- The class teacher will liaise with external agencies, as necessary, to support and guide the progress of each child, where required.
- The class teacher must record any incidents of racism, homophobia etc. via CPOMS.
- All staff should adhere to the staff code of conduct which gives clear guidance about school expectations and their own conduct at school.

- Teachers should keep parents updated about their child's behaviour and celebrate children's successes with them.
- Record all incidents when a child is sent to a Team Leader or Deputy Head Teacher on CPOMS to ensure there are accurate records that can be used to identify triggers and further support the child.
- To ensure any incidents of bullying, discrimination, aggression and derogatory language (including name calling) are dealt with quickly and effectively.

### **The Role of the Head Teacher**

- To implement the school's Behaviour Policy consistently throughout the school and to report to Governors on the effectiveness of the Policy. The Head Teacher will also ensure that the behaviour policy is aligned with the school's legal duties and standards relating to the welfare of children.
- To ensure school and staff have high expectations of pupils' conduct and behaviour which are commonly understood and applied consistently and fairly to help create a help maintain a safe and calm environment.
- To create a culture where pupils and staff flourish in safety and dignity.
- To visibly and consistently support staff in managing pupil behaviour through following the behaviour policy.
- To ensure measures are in place and both general and targeted interventions are used to improve pupil behaviour and that support is provided to all pupils to help them meet behaviour standards, making reasonable adjustments for pupils with additional needs as required.
- To ensure pupil behaviour does not normally disrupt teaching, learning or school routines and to ensure that disruption is not tolerated and proportionate action is taken to restore acceptable standards of behaviour.
- To ensure all members of the school community create a positive, safe environment in which bullying, physical threats or abuse and intimidation are not tolerated, in which pupils are safe and feel safe and everyone is treated respectfully.
- 
- To lead staff training to ensure staff collectively embody the behaviour culture of the school and that all staff, including staff new to school, are aware of the measures outlined in the behaviour policy and how they should implement these measures.
- To keep records of all reported serious incidents of inappropriate behaviour.
- To liaise with parents over concerns about their children's behaviour when appropriate.

The Head Teacher has responsibility for giving fixed-term exclusions to individual children for serious acts of inappropriate behaviour. For repeated or very serious acts of anti-social behaviour, the Head Teacher may permanently exclude a child. Permanent exclusions are only put into place after the Chair of Governors has been notified.

### **The Role of Parents**

The role of parents is crucial in helping schools develop and maintain good behaviour. To support the school, parents are encouraged to get to know the school's behaviour policy and where possible take part in the life of the school. Parental support is fundamental to the success of the Behaviour Policy and we work to build a supportive dialogue between parents and the class teacher.

- We expect parents to support their child's learning, and to cooperate with the school as set out in the home-school agreement. We inform parents immediately if we have concerns about their child's welfare or behaviour



- Celebrate their child's successes.
- If the school has to use reasonable sanctions to address the behaviour of a child, we expect parents to support the actions of the school

If parents have any concerns about the way an incident has been handled, they should initially contact the class teacher. If the concern remains, they should contact their child's Team Leader or Deputy Head Teacher. In addition, school has a Complaints Procedure which is available from the school office and on the school website.

### **The Role of the Pupils**

Our pupils are expected to support and follow the School's Code of Conduct and the home school agreement. Pupils are asked about their experience of behaviour and contribute to the Code of Conduct. They have a pupil voice through the School Council and pupil questionnaires. Feedback from pupils on behaviour is used to support the evaluation, improvement and implementation of the behaviour policy.

All pupils deserve to learn in an environment that is safe, calm, supportive and where they are treated with dignity. To achieve this, every pupil is aware of the school behaviour standards, expectations, pastoral support and consequences in place. Pupils are taught that they have a responsibility to follow the behaviour policy and uphold the school rules.

### **The Role of Governors and Trustees**

The Trustees and Local Governing Body have the responsibility of agreeing the Behaviour Policy and reviewing its effectiveness. The Head Teacher has the day-to-day authority to implement the school's policy, but may seek advice from the Trustees and/or Governors about particular disciplinary issues.

### **Behaviour Expectations and Pupils with SEND**

At Oughtrington we consistently promote high standards of behaviour and provide the necessary support to ensure all pupils can achieve and thrive both in and out of the classroom. We adapt our whole-school approach where necessary to meet the behaviour needs of all pupils in the school, including pupils with SEND, so that everyone can feel they belong in the school community and high expectations are maintained for all pupils. The school culture and values create a calm environment which benefits pupils with SEND, enabling them to learn.

Some behaviours are more likely to be associated with particular types of SEND, such as a pupil with speech, language and communication needs who may not understand a verbal instruction. At Oughtrington, managing particular behaviours will always be considered in relation to a pupil's SEND.

When a pupil is identified as having SEND, a graduated approach will be used to assess, plan, deliver and then review the impact of the support being provided. This will include behaviour support, where required.

Under the Equality Act 2010 we will take steps as is reasonable to avoid any substantial disadvantage to a pupil with SEND caused by the school's policies or practices. Under the Children and Families Act 2014, we will use our 'best endeavours' to meet the needs of those with SEND and if a pupil has an Education, Health and Care plan, the provisions set out in that plan will be

secured and we will cooperate with the local authority and other bodies to ensure the EHCP is implemented.

As part of meeting any of our statutory duties, we will, as far as possible, anticipate likely triggers of misbehaviour and put in place support to prevent these. Examples of preventative measures include (but are not limited to):

- short, planned movement breaks for a pupil whose SEND means that they find it difficult to sit still for long;
- adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher;
- adjusting uniform requirements for a pupil with sensory issues or who has severe eczema;
- training for staff in understanding conditions such as autism.

Any preventative measures implemented will always take into account the specific circumstances and requirements of the pupil concerned.

### **Anti-Bullying**

Oughtrington does not tolerate bullying of any kind. The children have agreed the definition of bullying is;

*"Bullying is doing or saying something that hurts someone else's body or feelings, over time, again and again and on purpose"*

Please see our Anti-Bullying policy for details of how bullying will be dealt with.

### **Suspensions and Permanent Exclusions**

We do not wish to exclude any child from school, but sometimes this may be necessary. All pupils are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment. At Oughtrington Primary School we will only use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

### **Criteria for Suspensions**

The school will suspend or permanently exclude a pupil only when: -

1. A clear ladder of other disciplinary measures have been exhausted, documented and acted upon.
2. A serious incident has occurred e.g.
  - A serious fight, violence or threatening behaviour to another pupil which causes a child to feel threatened or unsafe
  - Personal and direct swearing, violence or threatening behaviour towards staff i.e. physical contact – kicking, hitting, throwing furniture at a person
  - Persistent bullying
  - Endangering the health and safety of other members of the school community
  - Malicious vandalism
  - Drug-related incidents

Only the Head Teacher (or Deputy Head Teacher in the Head Teacher's absence) has the authority to suspend or exclude a child from school. The Head Teacher (or Deputy Head Teacher in the Head Teacher's absence) always consults with another member of SLT before any decision is made. The Head Teacher may exclude a child for one or more fixed periods, for up to 45 days in

any one school year. In extreme and exceptional circumstances the Head Teacher may exclude a child permanently. It is also possible for the Head Teacher to convert a suspension into a permanent exclusion, if the circumstances warrant this.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1101498/Suspension\\_and\\_Permanent\\_Exclusion\\_from\\_maintained\\_schools\\_academies\\_and\\_pupil\\_referral\\_units\\_in\\_England\\_including\\_pupil\\_movement.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101498/Suspension_and_Permanent_Exclusion_from_maintained_schools_academies_and_pupil_referral_units_in_England_including_pupil_movement.pdf) page 12 section 10.

### **Sequence of Events in Case of Suspension and Permanent Exclusion**

If it is felt that there is a need to suspend/permanently exclude a pupil, parents or carers will be informed. The length and level of suspension/exclusion will be decided upon by the Head Teacher. The Head Teacher will sign the relevant paperwork, handle the collection of a child and arrange for the provision of work to be done at home.

- If the Head Teacher suspends/permanently excludes a child, they will inform the parents immediately, giving reasons for the suspension/exclusion. At the same time, the Head Teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the Governing Body. The school informs the parents how to make any such appeal
- The Head Teacher informs the Chair of The Governing Body about any permanent exclusion and suspensions. This will be done regardless of the length of the suspension
- The Governing Body itself cannot either suspend/permanently exclude a child or extend the suspension period made by the Head Teacher
- The Governing Body has a Discipline Committee, which is made up of between three and five members. This committee considers any suspension/permanent exclusion appeals on behalf of the Governors
- When an appeals panel meet to consider a suspension/permanent exclusion they consider the circumstances in which the child was excluded, consider any representation by parents, Trustees and the LA, and consider whether the child should be reinstated
- If the Governors' Appeals Panel decides that a child should be reinstated, the Head Teacher must comply with this ruling.

Upon a child returning to school following a suspension, the Head Teacher will arrange a return interview. At this meeting the pupil and parents will have the opportunity to discuss behaviour modification strategies. The pupil will have targets and a named mentor who will monitor targets. A need for further support may be identified and facilitated through an agreed plan of action. The pupil and parents should be clear as to the expectations of the pupil's behaviour upon return to school.

### **Drug and Alcohol Related Incidents**

It is the policy of this school that no child should bring any drug, legal or illegal, to school. If a child needs medication during the school day the parent or carer should notify the school.

Our school takes misuse of any substances very seriously. The parents or carers of any child involved will always be notified. Any child who deliberately brings substances into school for the purpose of misuse will receive a fixed term or permanent exclusion. Additionally, external services may be contacted where necessary.

### **Behaviour Outside of School**

School has the authority to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable.

Conduct outside the school premises, including online conduct, that school may sanction pupils for include misbehaviour:

- when taking part in any school-organised or school-related activity
- when travelling to or from school
- when wearing school uniform
- when in some other way identifiable as a pupil at the school
- that could have repercussions for the orderly running of the school
- that poses a threat to another pupil
- that could adversely affect the reputation of the school.

### **Child-on-Child Sexual Violence and Harassment**

As part of the culture and values at Oughtrington Primary School, sexual violence and sexual harassment will not be tolerated and will be challenged.

Following any report of child-on-child sexual violence or sexual harassment offline or online the school will follow safeguarding procedures as set out in the document Keeping Children Safe in Education and each incident will be considered on a case-by-case basis.

Any child who is the victim of such incidents is reassured they will be supported, kept safe, and taken seriously, regardless of how long it has taken them to come forward. Abuse that occurs online or outside of the school will not be downplayed and will be treated equally seriously.

### **Behaviour Incidents Online**

At Oughtrington Primary School, the same standards of behaviour are expected online as apply offline. Inappropriate online behaviour including bullying, the use of inappropriate language, the soliciting and sharing of inappropriate images or videos will be addressed in accordance with the same principles as offline behaviour, including following the Safeguarding and Child Protection Policy and speaking to the Designated Safeguarding Lead (or Deputy) when an incident raises a safeguarding concern.

Many online behaviour incidents amongst young people occur outside the school day and off the school premises. Parents are responsible for this behaviour. However, often incidents that occur online will affect the school culture. School will seek to sanction pupils when their behaviour online poses a threat or causes harm to another pupil, and/or could have repercussions for the orderly running of the school, when the pupil is identifiable as a member of the school or if the behaviour could adversely affect the reputation of the school.

### **Monitoring and Evaluating School Behaviour**

- The Head Teacher monitors the effectiveness of this policy on a regular basis. The Head Teacher also reports to the Governing Body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements
- The school keeps and analyses a variety of records concerning incidents of inappropriate behaviour
- It is the responsibility of the Governing Body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently. The Governing Body will pay particular attention to matters of racial equality; and that no child is treated unfairly because of race or ethnic background. Records are kept of all incidents and a return of these is reported regularly to the LA.

## Appendix 1 - Suspension and Exclusion checklist

This checklist is to be used to ensure that all procedures have been followed correctly. This side is to be completed by the person recommending the Suspension / exclusion.

Pupil \_\_\_\_\_

Class \_\_\_\_\_

### Stage on Code of Practice

N.A./ SEN Support/ Statement or EHCP

### Establishing the grounds for exclusion

Incident sheet(s) attached giving full description of the incident, which can be used when reporting to parents and governors at appeal

Evidence attached that the pupil has had a fair chance to put their side of the situation – a written statement and/or notes on the interview

Written statement from member of staff involved

Corroborating evidence attached and/or evidence of a full investigation

Previous exclusion details attached if appropriate

Evidence of intervention (School Support Plan/EHCP/Statement)

### Recommendation

Suspension

Referral to Chair of Governors

Permanent exclusion

Start date \_\_\_\_\_ End date \_\_\_\_\_ Number of days \_\_\_\_\_

### Wording of documentation

Repeatedly breaking terms of contract

Violence or threatening behaviour towards staff

Repeatedly defying staff

Grossly abusive language to staff

Bullying

Violence to another pupil

Malicious vandalism

Drug related incidents

Seriously endangering the safety of others

### Further details of incident

Date \_\_\_\_\_ Day \_\_\_\_\_ Time \_\_\_\_\_

Place \_\_\_\_\_ Initials of staff involved \_\_\_\_\_

**Brief description of incident (usually a single sentence summarising the incident)**

Recommended by \_\_\_\_\_

Head Teacher / Deputy Head Teacher \_\_\_\_\_

**Communication and feedback:**

Parents contacted and collected pupil

Teacher originally involved informed of outcome (if not the class teacher)

Class teacher informed by copy of exclusion letter via pigeonhole

Teaching staff informed

Senco informed

Case conference held if appropriate

**Return arrangements:** \_\_\_\_\_

(Time and place for return interview)

Completed by \_\_\_\_\_ Date: \_\_\_\_\_

The Head Teacher or Deputy Head Teacher will make a record of the interview with parents, period of monitoring and amendments to Pastoral Care Plan and then add to the pupil's CPOMs record.

**Record of re-admission interview with parents and pupil**

Pupil \_\_\_\_\_ Class \_\_\_\_\_

**Stage on Code of Practice**

N.A./ SEN Support/ Statement or EHCP

Apology made to relevant party

Pastoral Care Plan reviewed if appropriate

Date of next review: \_\_\_\_\_

Staff signature \_\_\_\_\_ Date \_\_\_\_\_

Pupil \_\_\_\_\_ Class \_\_\_\_\_

## Appendix 2 - Suspension/Permanent Exclusion Procedure Flowchart

