



**Grange Primary Academy**

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Part of United Learning

# Behaviour Policy 2023-2024

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## The Grange Vision...

At Grange Primary Academy we will make sure that all our children fulfil their potential and become the very best that they can be.

We believe that when our children are successful learners, when they are happy, safe and inspired by all that they are and all that they are becoming. When they are nurtured and supported in their learning and growth, they are guaranteed to achieve and become the leaders of the future.

## Our aims..

“To nurture achievement and aspiration in the heart of our community.”



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# The Grange Values..

## Be Responsible

Our children expect everyone in our school to have a strong sense of moral responsibility for their own choices and actions and the impact these have on our school and our local, national and global communities.

## Be Kind

Our children need everyone who comes into our school to strongly believe they have the right to be treated with kindness and to understand their responsibility to be kind to others.

## Be Ready

Our children expect everyone in the class to be ready to learn, on time, every day and with the correct uniform and equipment so that their learning is not disrupted.

## Be Proud

Our children are extremely proud to be part of the Grange Primary Academy community. They wear our uniform with pride and make sure that at the end of each school day they are proud of the way they have behaved and of the work they have completed

## Expectations

There is nothing more important to us than pupil learning – there are no excuses or barriers to learning.

Pupils learn best in a safe secure environment, free from disruption.

We believe in early intervention: being pro-active rather than reactive. We believe that praise is the most powerful form of influencing children's behaviour. We believe that behaviour is a symptom of a wider problem, not the problem itself.

We aim for all our pupils to leave us as mature young people, able to act and interact in all social settings in an excellent manner that reflects their core values of integrity and respect. We believe that they will be intrinsically motivated to do the right thing.

All children have the entitlement to learn in an environment that is free from disruption. Clear boundaries that are consistently enforced alongside a culture of high expectations and excellent role modelling help in ensuring that all children understand the behaviours that are expected of them and most importantly why these behaviours will help them to be successful in their learning.

We have a responsibility to ensure that all children develop the ability to regulate their own behaviour. The over explanation of decision making, and expectations plays an important part in helping pupils



understanding of why certain behaviours are expected and in turn help them to make positive decisions around their own conduct as we prepare them for life and learning.

Instilling and developing characteristics and values that will allow pupils to be successful learners and result in them leading a rewarding and fulfilling life, is very simply, the purpose of our behaviour systems.

### **Statutory Framework and other guidance**

The Behaviour Policy is written in line with the following areas of legislation and guidance:

Education Act 2002  
Education and Inspection Act 2006  
Equality Act 2010  
Education Act 2011  
Behaviour and Discipline in Schools – DfE Guidance 2012, 2013

### **Policy Implementation: Roles and Responsibilities**

Pupils	Expected to take responsibility for their own behaviour and follow the School Behaviour expectations at all times.
Parents	Work in partnership with the School to maintain excellent standards of behaviour and inform the School about any changes at home that could impact learning or behaviour in School.
All staff	Responsible for ensuring the policy is implemented in a fair and consistent manner. Act as role models in every interaction.
Member of LT responsible for Behaviour	Responsible for training staff (including volunteers) in the implementation of the policy. Quality assuring the application of the policy in all areas of the School. Tracking and monitoring rewards and consequences systems, and devising and implementing strategies to improve behaviour where required.
Head Teacher	Responsible for the implementation and day-to-day management of the policy and procedures Reports records of serious incidents to LGB on a termly basis



Local Governing Body

Responsible for ensuring the Behaviour for Learning policy is in place, meets all statutory requirements, and is clearly communicated to all stakeholders. Governors will support the School with ensuring excellent standards of behaviour through the Governor Behaviour Panel

### Recognising Good Behaviour & Positive Choices

At Grange Primary Academy we believe that a consistent approach to positive behaviour by all of our staff will ensure that the ethos of the school is adhered to. The management of low level disruption and its impact on learning is essential to ensure that all children are able to learn. As a result, we use a range of both formal, and informal strategies to support positive behaviour in school.

We use the clip chart system behavioural reward system.



Each classroom has a prominent display of our clip chart behavioural reward system. Every child in the school has an individual peg with their name or photograph on it. Every child begins the day on ready to learn. During the course of the day, the pegs move up and down the chart based upon the behavioural choices each pupil makes. Good behaviour choices results in the peg being moved up one level. This may resulting in the pupil Clipping Off and their parents receiving positive

feedback from staff. Conversely, poor behaviour choices will cause the peg to move down one level. The aim of this system is to be a positive one. Everyone makes poor choices from time to time, but at Grange Primary Academy we are a restorative school and will work hard to help children learn from their mistakes and move back up the chart. If a child clips down below Ready To Learn they are asked to Stop and Think, use Conscious Discipline strategies to ask themselves how they can be Ready To Learn again. This may involve using the class Regulation Station, if appropriate, or just by making better choices, depending upon the situation or state of mind. Should the child clip down again they will be asked to use Restorative Practices, in their own time to help support them to make better choices. Ultimately, parents may be contacted should poor choices continue to be made.



At Grange Primary Academy all class based staff are trained in the principles of Conscious Discipline. This is a social-emotional learning program. Designed by Dr. Becky Bailey, the program supports first teaching ourselves about self-control and self-regulation, and then teaching children. It helps us see how we respond to upset and understand our emotions, and how to regulate ourselves when we are triggered. In short, it teaches us how to be conscious as adults of what we are saying to children, and what behaviours we are modelling. Sometimes when we're triggered or angry, we are in an emotional state. We may not even be fully conscious of it, but because of that state, we may yell aggressively or say something we regret. As a result, we are modelling to children that these negative behaviours are the appropriate response.

When a pupil is at Stop & Think on our Clip Up chart they may be directed to use the class Regulation Station in order to be able to return to a regulated brain state which will allow them to reflect



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## Regulation Stations

Each classroom at Grange Primary Academy will have a prominent Regulation Station for each child to use appropriately when they feel the need to do so.

The Regulation Station is an area where children can go to change their inner state from upset to composed in order to optimize learning. It is the centre piece of your classes self-regulation process.

The Regulation Station contains tools and activities that lead children through the five steps of self-regulation: I Am, I Calm, I Feel, I Choose, I Solve.

- The I Am step involves the initial upset when the child becomes the emotion.
- The I Calm step requires active calming, featuring the four main breathing techniques, Mind Up techniques or access to a Friends and Family book, and other calming activities.
- The I Feel step includes identifying the feeling with the Feeling Buddies or a Feeling chart.
- The I Choose step requires the child to consciously choose additional calming activities utilizing the [Brain Smart Choice Cubes](#), [I Choose Self-Control Board](#) and/or class-made choice boards.
- The I Solve step involves the child solving the original problem before returning to work or play

## Restorative Practices



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We also use the principles and practise of Restorative practice that encourages children to take responsibility for their behaviour by thinking through the causes and consequences. These principals work in tandem with Conscious Discipline to ensure consistency in all that we do.

Restorative practices centre around a set of key questions that help children think about their behaviour and understand how they can correct it:

- What happened?
- What were you thinking and feeling at the time?
- What have you thought about it since?
- Who has been affected and in what way?
- How could things have been done differently?
- What do you think needs to happen to make things right

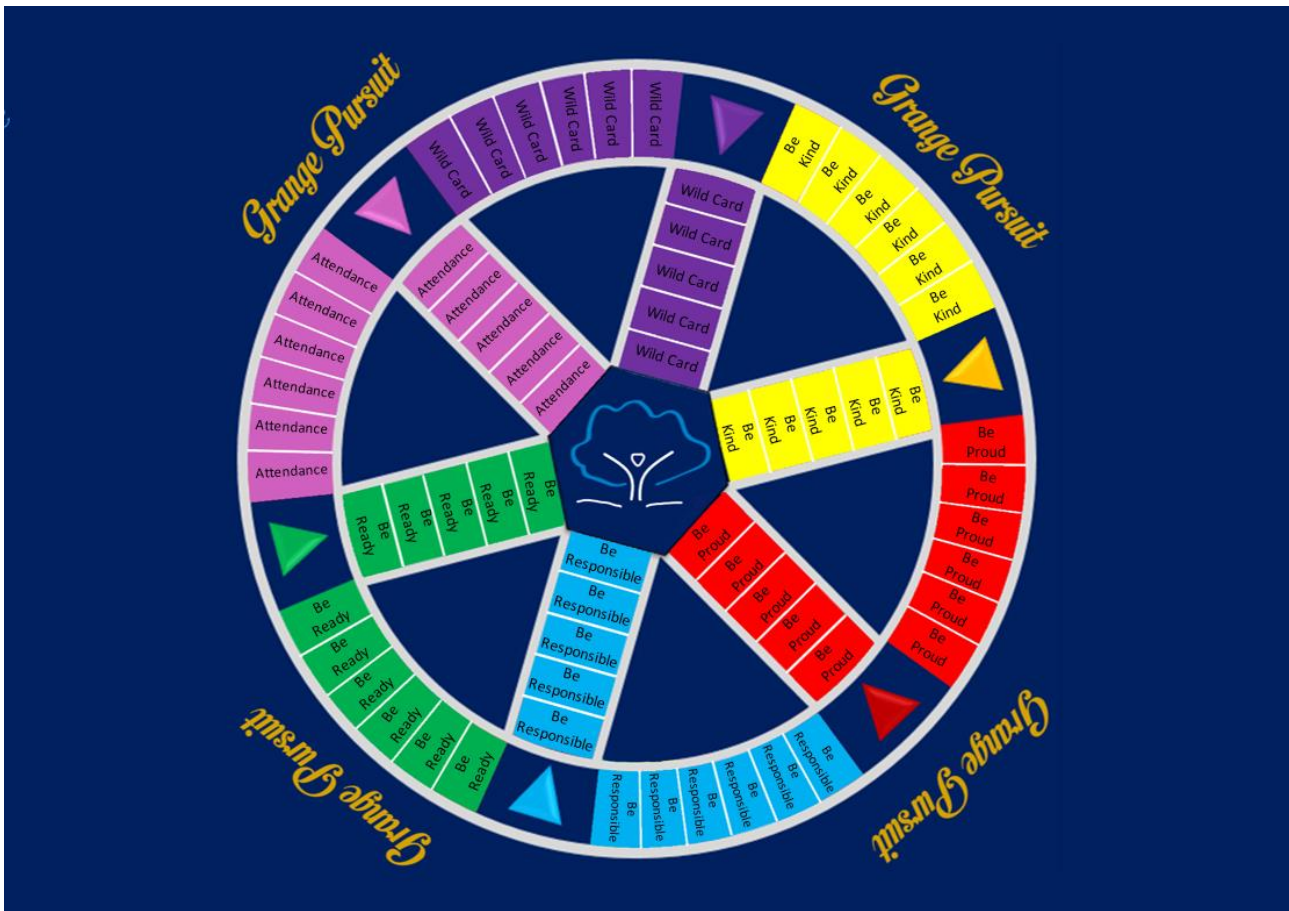
Restorative practices in schools have a number of proven benefits. Children show:

- Improved positivity, resilience and responsibility-taking
  - Better behaviour management
  - Greater respect and courtesy towards teachers and each other
  - Increased empathy
  - An understanding of how to make wrongs right
- All staff are expected to use these positive systems as a way of promoting good behaviour throughout all areas of the school.





## The Grange Pursuit



We also have The Grange Pursuit which allows all children to earn rewards, collectively for their class if they consistently follow our school values. Stickers may be placed on segments of the board for things like 95%+ class attendance in a week, excellent uniform, completed homework, good behaviour and numbers of team points. Such rewards may include hot chocolate, milkshakes, class buffets, film afternoons, trips to the park etc.

Other ways of promoting positive behaviour may include;

- Team Points are awarded and a total is collected from each teacher every week and collated ready to be celebrated in assembly.
- Social recognition - (verbal/non-verbal) - hand on shoulder, hold child's hand, smile, eye contact, thumbs-up sign, speak to child in a mature way as an equal.
- Tangible rewards - happy face stickers, certificates, badges, books, informing parents, whole school recognition by displaying work, marks in work books, wall charts in classroom.
- Awards in Assembly ie: VIP of the Week/Term/Year



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Unfortunately, there are occasions when these strategies fail to work. While these are few and far between, we do have strategies to deal with inappropriate behaviour.

### Conscious Discipline Graduated Approach

<p><b>Low Level Disruptive Behaviour</b></p> <ul style="list-style-type: none"> <li>• Out of seat/calling out/ interrupting teacher during whole class/ loud noises/ interrupting other children</li> <li>• Inappropriate language (not aimed at children)</li> <li>• Not listening</li> <li>• Not keeping hands and feet to themselves</li> <li>• Fiddling with equipment and causing a distraction</li> <li>• Not lining up properly</li> <li>• Running around the hall/corridor</li> </ul>	<p>1<sup>st</sup> Verbal reminder</p>	<p>Low key response</p> <p>Positive Choices Praise those making correct choices Value reminder/ quiet reminder Support children to make the right choice</p> <p>Remind At Grange Primary we...</p> <p>I don't like it when you ..... I feel ..... Because ..... Next time .....</p> <p>I don't like it when you interrupt. I can't remember what I was saying and the other children can't listen properly. Put your hand up and I will come to you. Do it now for practice.</p>
<p>Continued.....</p> <ul style="list-style-type: none"> <li>• Out of seat/calling out/ interrupting teacher during whole class/ loud noises/ interrupting other children</li> <li>• Inappropriate language( not aimed at others)</li> <li>• Not listening</li> <li>• Not keeping hands and feet to themselves</li> <li>• Fiddling with equipment and causing a distraction</li> <li>• Not lining up properly</li> <li>• Running around the hall/corridor</li> </ul>	<p>2<sup>nd</sup> Verbal reminder</p> <p>Name moved On clip chart to Stop and Think</p> <p>Pupils make positive choices move up clip chart</p>	<p>Name moved on clip chart to Stop and Think. Children return to table/activity and encouraged to make positive choices.</p> <p>Child can move back up the chart if correct choices are made after time</p> <p>Low key response Positive Choices Praise those making correct choices Rule reminder/ quiet reminder Support children to make the right choice</p> <p>Remind At Grange Primary we... If behaviour continues- child is reminded of rule</p> <p>You have a choice..... You may..... Or you may.....</p> <p>I am going to take a few deep breaths and calm myself. Then I will talk with you.</p> <p>I don't like it when you ..... I feel ..... Because ..... Next time .....</p>



		<p>I don't like it when you interrupt. I can't remember what I was saying and the other children can't listen properly. Put your hand up and I will come to you. Do it now for practice.</p>
<ul style="list-style-type: none"> <li>• Inappropriate language aimed at others</li> <li>• Beginning to challenge authority/ minor level.</li> <li>• Treating classroom without respect</li> </ul>	<p>Name moved On clip chart to Restorative Opportunity</p> <p>Pupils make positive choices move up clip chart</p>	<p>Remind" At Grange Primary we..."</p> <p>Your job is to stay safe, my job is to keep you safe. Your choices aren't keeping us all safe.</p> <p>You have a choice..... You may..... Or you may.....</p> <p>Describe – "Your face/body is going like this.." Name – "You seem ____." Acknowledge – "You wanted ___ / you were hoping for ____."</p> <p>Spend time at desk completing Restorative Practise sheet.(timer provided) Any work in the lesson not completed to be finished in own time. Staff to go through this with child at break/lunch</p> <p>Discuss with parent at the end of the day, if needed.</p>
<ul style="list-style-type: none"> <li>• Continued disruption to class and others despite previous actions</li> <li>• Obstructive behaviour in refusing to participate/refusing to work</li> </ul>	<p><b>Incident logged on CPOMS</b></p> <p>Name moved On clip chart to parent Contact</p> <p>Pupils make positive choices move up clip chart</p>	<p>Remind</p> <p>At Grange Primary we all work hard to keep both you and everyone else safe. By continuing to.. ... you are not doing this.</p> <p>Tell me what will happen if you..... again?</p> <p>I can see by your actions that you have chosen to ..... Therefore I am going to get additional help for you so that you will be safe and others will be safe.</p> <p>You have a choice . You may ..... Or you may..... and you will have to .....</p> <p>Praise those making correct choices Support children to make the right choice</p> <p>Child sent to HT/DHT for positive reinforcement on behavioural choices Any work in the lesson not completed to be finished in own time in the office on internal exclusion. HT/DHT to go through this consequence with child. Class staff to also have a conversation with child about this.</p> <p>Discuss with parent at the end of the day.</p>



<ul style="list-style-type: none"> <li>• Serious and deliberate</li> <li>• Rudeness to adults</li> <li>• Leaving room without permission</li> <li>• Continues refusal to complete set tasks after having previous consequence</li> <li>• Upsetting and name calling to other pupils</li> <li>• Highly disruptive behaviour</li> <li>• Throwing objects across the room</li> <li>• Refusing to come in off the playground</li> </ul>	<p>Incident logged on CPOMS</p> <p>Name moved straight down On clip chart to parent Contact</p> <p>Pupils make positive choices move up clip chart</p>	<p>Remind" At Grange Primary we all work hard to keep both you and everyone else safe. By continuing to.. ... you are not doing this.</p> <p>I don't like it when you ..... I feel ..... Because ..... Next time .....</p> <p>I don't like it when you interrupt. I can't remember what I was saying and the other children can't listen properly. Put your hand up and I will come to you. Do it now for practice.</p> <p>You have a choice. You can choose to (helpful/effective behaviour) and (Consequence A) or, you can choose to (unhelpful/ineffective behaviour) and (Consequence B) ... so that everyone is safe."</p> <p>Tell me what will happen if you continue to (unhelpful/ ineffective behaviour).</p> <p>I can see by your actions that you have chosen to ____."</p> <p>Offer empathy for the emotional upset that this may result in.</p> <p>Children need to use the Regulation Station prior to receiving consequences. This could be in class or in the medical room</p> <p><b>Consequences could include:</b> <b>Internal suspension for next lesson including play/lunch</b></p> <p>Praise those making correct choices Child sent to HT/DHT for positive reinforcement on behavioural choices. Any work in the lesson not completed to be finished in own time in the office on internal exclusion. HT/DHT to go through this consequence with child. Class staff to also have a conversation with child about this.</p> <p>Phone call home made by school office</p>
<ul style="list-style-type: none"> <li>• Persistent offensive/ abusive language</li> <li>• Throwing objects to hurt</li> <li>• Break/destroying class equipment</li> <li>• Physically hurting others</li> <li>• Damaging property</li> <li>• Racist/Religious/ homophobic incident</li> </ul>	<p>Incident logged on CPOMS</p> <p>Name moved straight down On clip chart to parent Contact</p>	<p>Remind" At Grange Primary we all work hard to keep both you and everyone else safe. By continuing to.. ... you are not doing this.</p> <p>Remind" At Grange Primary we all work hard to keep both you and everyone else safe. By continuing to.. ... you are not doing this.</p> <p>I don't like it when you ..... I feel ..... Because ..... Next time .....</p>



I don't like it when you interrupt. I can't remember what I was saying and the other children can't listen properly. Put your hand up and I will come to you. Do it now for practice.

You have a choice.

You can choose to (helpful/effective behaviour) and (Consequence A)

or, you can choose to (unhelpful/ineffective behaviour) and (Consequence B) ... so that everyone is safe."

Tell me what will happen if you continue to (unhelpful/ineffective behaviour).

I can see by your actions that you have chosen to \_\_\_\_."

Offer empathy for the emotional upset that this may result in.

Children need to use the Regulation Station prior to receiving consequences. This could be in class or in the medical room

Children need to use the Regulation Station prior to receiving consequences. This could be in class or in the medical room  
If this is consistently happening behaviour plan issued for child.

Child sent to HT/DHT for positive reinforcement on behavioural choices. Any work in the lesson not completed to be finished in own time in the office on internal exclusion. HT/DHT to go through this consequence with child. Class staff to also have a conversation with child about this.

**Consequences:**

Child sent to HT/DHT

Internal suspension

Fixed Term suspension

School office to make phone call home and invite parent into school for a meeting



## Parental Involvement

Continual and positive contact with parents is implicit to the successful implementation of this policy. Contact should emphasize positives to build effective relationships and connections. In cases where detailed and regular communication is required then the class teacher will ensure that the behaviour of the pupil in question will be carefully monitored in order that accurate and objective information can be conveyed to parents.

## The Behaviour policy beyond the school gate

The behaviour policy can extend to activities outside the school day and off the school premises when the pupil is:

- taking part in any school organised or school related activity
- travelling to or from school
- wearing school uniform
- in some other way identifiable as a pupil at the school.

Even where the four conditions above do not apply, the behaviour policy can extend to any misbehaviour which could have repercussions for the orderly running of the school, pose a threat to another pupil, or member of the public, or could adversely affect the reputation of the school.

## Bullying

- Bullying is a form of anti-social behaviour that the School considers inappropriate and unacceptable in all its forms.
- Bullying is behaviour by an individual or group, repeated over time, that hurts another individual or group either physically or emotionally. It can take many forms, including:
- Bullying can be motivated by actual differences or perceived differences.

What is bullying?

- cyber-bullying via text messages or the internet
- prejudice-based bullying against groups, for example, on grounds of special educational need, race, gender, religion and belief, sexual orientation, disability.
- Physical e.g. punching, kicking, hitting, spitting at another person
- Verbal e.g. name-calling and/or offensive, discriminatory verbal abuse
- Exclusion e.g. deliberately excluding a person or encouraging another person to exclude a person from discussions/activities
- Damage to property or theft e.g. deliberately damaging someone's or taking personal belongings. Physical or verbal threats might be used to force the person to hand over their property
- Face-to-face or remote e.g. via the internet or text
- By someone known to the recipient or an unknown protagonist e.g. an anonymous email Cyber-bullying e.g. communications that intimidate, control, manipulate, put down, falsely discredit, or humiliate.

**Bullying will not be tolerated at Grange Primary Academy**



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Parent should refer to the schools' Anti-bully policy for detail on procedures to follow if you are concerned that your child may be involved in bullying activities.

## Use of reasonable force

The school will follow the Department of Education advice 'Use of Reasonable Force - advice for school leaders, staff and governing bodies' (<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>).

It enables teachers and other members of staff in the school, authorised by the Principal, to use such force as is reasonable in the circumstances, to prevent a pupil from:

- Committing an offence
- causing personal injury to, or damage to the property of, any person (including the pupil himself); or
- engaging in any behaviour prejudicial to the maintenance of good order and discipline at the school or amongst its pupils, whether during a teaching session or otherwise.

### What Does it Mean to use Physical Intervention on a Child?

Physical intervention is the positive application of force with the intention of protecting the child from harming herself/himself or others or seriously damaging property. The proper use of physical intervention requires skill and judgement, as well as knowledge of non-harmful methods of intervening.

### Why Use Physical Intervention?

Physical intervention should avert danger by preventing or deflecting a child's action or perhaps by removing a physical object, which could be used to harm himself/herself or others. Physical intervention skilfully applied may be eased by degrees as the child calms down in response to the physical contact. It is only likely to be needed if a child appears to be unable to exercise self control of emotions and behaviour.

## Prohibited items and searches

It is extremely rare, but it may also be necessary to undertake a search of a pupil's possessions to check for prohibited items

*Schools have the statutory power to undertake a search of a pupil or their possessions if there are reasonable grounds to believe that the pupil may be carrying a dangerous or banned substance or object, e.g. a weapon or illegal drug, or any other item which might pose a serious risk to the safety of that pupil and/or others. The specific items which can be searched for without consent are specified on page 11 of the DfE's [Behaviour and Discipline in Schools Guidance](#) with more detailed information provided in [Screening, Searching and Confiscation – advice for Headteachers, staff and governing bodies](#).*

Only the Head Teacher or a member of school staff authorised by the Head Teacher, can undertake the search of a pupil and there must be a witness (also a staff member). The person carrying out the search will where possible will be the same sex as the pupil being searched.

The exception to this rule where a search can be carried out on a pupil of the opposite sex and / or without a witness will only occur where the Headteacher or member of the leadership[ team reasonably believes that there is a risk that serious harm will be caused to the person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.



Any searches of a pupil's own person or of their possessions will be carried out with due consideration for the pupil's personal dignity, health and safety, the school's Safeguarding policy, United Learning staff-pupil relations guidance, and the school's own Equal Opportunities policy. There may be rare instances where a child with a specific SEND diagnosis requires a different approach. For example, the school may refrain from searching, unless in an emergency, if a child is tactile defensive or has a sensory sensitivity which means that a search may significantly escalate a situation.

Any such searches will be viewed as a last resort, when other methods of investigation and communication have failed and only if absolutely necessary, such as in extreme situations where leaving a pupil with such a suspected item could pose risks to others (or to that pupil). It is hoped that in the great majority of instances, there will be no need for a search to be carried out.

### Searches without Consent

The following items are banned in school and students may be searched for them without their consent and without the consent of their parents:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- mobile phones
- any article that the member of staff reasonably suspects has been, or is likely to be, used:
  - i) to commit an offence,
  - ii) to cause personal injury to, or damage to the property of, any person (including the pupil).

Members of staff can use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Physical resistance by a pupil to a search for those latter items can itself be subject to behavioural consequences.

Before a member of staff carries out a search without consent, the member of staff must reasonably suspect that the student has the prohibited item in his/her possession. Only staff members authorised by the Principal may carry out searches without consent.

School staff can seize any prohibited item found as a result of a search and can also seize any item, however found, which they consider harmful or detrimental to school discipline. When deciding what to do with a prohibited item, the school will act in line with statutory guidance issued by the Department for Education.

### Searches with consent

The school may search students with their consent for any item. A pupil's possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that **serious harm** will be caused to a person if the search is not conducted immediately and where it is **not reasonably practicable** to summon another member of staff.

### Extent of search

The person conducting the search may not require the pupil to remove any clothing other than outer clothing. 'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but 'outer clothing' includes hats; shoes; boots; gloves and scarves. 'Possessions' means any goods over which the pupil has or appears to have control – this includes bags, lockers and desks.

It is a condition of having a locker in school that the student gives their consent to it being searched.





Any formal complaints about searches should be made in accordance with the school's usual complaints policy.

### **Confiscation of articles**

School staff have the power to confiscate property from students under their general right to discipline contained in s91 of the Education and Inspections Act 2006.

Disposal or retention of articles confiscated from students

The academy will follow the Department for Education guidance 'Screening Searching and Confiscation - advice for headteachers, staff and governing bodies' (<https://www.gov.uk/government/publications/searching-screening-and-confiscation>) in deciding what to do with confiscated items.

### **Drugs**

The school operates a zero-tolerance policy on drugs for the health and safety of all staff, pupils and visitors. The school policy on drugs applies to all school and school-related activities whether on or off site. This includes the journey to and from school. The word 'drugs' used in this policy does not just mean illegal drugs. It extends to alcohol, tobacco products, volatile substances and legal highs. The school should make this broad definition clear.

Any pupil found to be involved in a drugs-related incident will be disciplined in accordance with the school's behaviour policy. The consequence is likely to include permanent or fixed term exclusion from school. Dealing with illegal drugs will, except in exceptional circumstances, lead to permanent exclusion. Using illegal drugs will, except in exceptional circumstances lead to exclusion which may be permanent. This distinction between dealing and using is particularly important operationally. Sometimes, it will also be necessary to involve the police. The school will discuss this and take advice as necessary.

Confiscation of drugs

Any drugs found will be confiscated by staff who will dispose of them in accordance with guidance issued by the Department for Education.

Similarly, any drugs-related paraphernalia will be disposed of in a prudent manner.

### **Use of social media**

In using social media relate all forms of social media and that they apply to the use of social media for both school purposes and personal use that may affect the school, pupils or staff in any way.

Examples of prohibited use,

- damage to the school or its reputation, even indirectly
- use that may defame school staff or any third party
- use that may harass, bully or unlawfully discriminate against staff, other pupils or third parties
- false or misleading statements
- use that impersonates staff, other pupils or third parties
- expressing opinions on the school's behalf
- using school logos or trademarks.



All incidents of prohibited use of social media should be reported to the class teacher or a member of the school leadership team report misuse of social media.

In line with government guidance relating to the Prevent Duty, children must be kept safe from terrorist and extremist material and suitable filtering within school will be in place.

## **Exclusions: explanatory notes**

*Also refer to the schools Exclusions Policy.*

### Legislation and Guidance

Note that in applying this policy, the school will adhere to current legislation, including the Equality Act 2010. Acknowledge that the school is obliged to have regard to the DfE guidance on exclusions. Section 1 makes specific reference to the Equalities Act. These duties need to be complied with when deciding whether to exclude a pupil. Schools must also ensure that their policies and practices do not discriminate against pupils by **unfairly increasing their risk of exclusion**. Provisions within the Equality Act allow schools to take positive action to deal with particular disadvantages, needs, or low participation affecting one group, where this can be shown to be a proportionate way of dealing with such issues.

The head teacher and governing body will comply with their statutory duties in relation to SEN when administering the exclusion process. This includes having regard to the SEND Code of Practice.

The exclusion policy relates to behaviour not only in school but also to behaviour out of school: for example travelling to and from school; on school trips; etc

### **Types of Exclusion**

#### Fixed Term Exclusion

Set out examples of when a fixed-term exclusion may apply; for a single occurrence of serious misconduct or for persistent misbehaviour. Lunchtime exclusion is equivalent to a half day exclusion.

Repeated use of fixed-term exclusion for children with an EHCP the school will ensure the SENCO is involved as part of a behaviour intervention and planning process to elicit different approaches to improving the child's behaviour. This may involve advice from colleagues / specialists such as an educational psychologist, speech and language therapist, literacy specialist etc.

#### Permanent exclusion

Permanent exclusion will normally be used as a last resort in response to serious or persistent breaches of the school's behaviour policy. It may, however, be an appropriate sanction for a single incident of extreme misconduct.

### **The Investigation**

Any investigation will be conducted in accordance with DfE guidance so as to be fair.

Each case will be judged on the facts and the context taking into account:

- The degree of severity of the offence;
- The likelihood of re-occurrence;
- The pupils previous behavioural record;
- Contributory factors (e.g. recent bereavement, mental health issues, bullying, special educational needs and disabilities, harassment);



- Support provided;
- Consider the school behaviour policy, special educational needs policy and equality law obligations.

### **Head Teacher's Decision**

The decision to exclude will be made by the Head Teacher or the designated Head Teacher after a review of the evidence available and will be on the balance of probabilities - i.e. is it more probable than not that the accused acted as alleged – and in response to a serious or persistent breaches of the school's behaviour policy and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

### **Notification**

Once a decision to exclude has been made, parents to be contacted at the earliest possible opportunity, by telephone if possible. The exclusion to be confirmed (without delay) by a letter signed by the Head Teacher, or designated teacher in charge.

### **Role of the Local Governing Body**

Role and responsibilities of the Governing Body in the exclusion process including:

- the duty to consider the representations of the parents and how
- that the Governing Body can either uphold the exclusion or direct reinstatement (and if the latter is not practical still consider if the decision to exclude was justified)
- that the decision of the Governing Body will be given in writing and without delay and will give the reasons for the decision.

Reviewed January 2024

Next review July 2024



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