



The Ryleys

Girls & Boys Preparatory School

9a Behaviour Management Policy

Monitoring:	Headteacher
Named Person Responsible:	Mrs J. Langford
Reviewed:	September 2021
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Enclosures:	(1) School Rules (2) Policy on Restraint of Pupils

Behaviour and Sanctions

General

The Ryleys expects all pupils to be aware of their responsibility as being members of a community. It is essential that each individual's life-style is as comfortable, relaxed and free from pressure as possible. Unpleasant social habits can be irksome to other members of the community, and children need to be aware that an acceptable standard of behaviour is in the interests of everyone in the community.

The following policy applies to pupils right through the school, from children in Reception up to Y6 pupils. Please see separate policy for EYFS.

Part of the learning process of growing up involves the acceptance of other people's individual traits. Tolerance is a social skill which needs to be emphasised. Kindness to those needing a helping hand, the harm that can be done by a hasty word, awareness of the special needs of the disabled, the elderly, the ethnic minorities and those who cater for the children's needs in a serving capacity need to be emphasised.

The School spells out meticulously what is not permitted in its School Rules. School Rules are common sense, are designed to prevent accidents and for the smooth running of the School day. They are our equivalent of the Highway Code. Without rules (or a Highway Code) the orderly conduct of the community would degenerate into chaos.

This policy was written following guidance given in the ***DfE 'Behaviour and discipline in schools – Advice for headteachers and school staff' January 2016***

The role of the governors

The school governors have three responsibilities in this area; they ensure that:

1. There is a written behaviour policy setting out sanctions adopted in the event of pupil misbehaviour;
2. This policy is implemented effectively;
3. A record is kept of the sanctions imposed upon pupils for serious misbehaviour

Maintenance of Good Behaviour

The overall tone of the behaviour patterns of the school is elucidated by the Headteacher, Deputy Head and teachers at morning assemblies. Good manners, rules and the acceptable code for community living are constant themes at this time.

Staff are asked to keep consistent standards in relation to this code. Points which need improving or emphasising are made at weekly full staff meetings (FSM). There are also occasional staff forums to discuss individuals, specific year groups and policies.

The Headteacher meets with the Deputy Head once a week and the SMT once a week when any routine matters of behaviour or discipline are discussed.

Tutors each have a form for whom they have a special responsibility. They see their children on a daily basis and check regularly that all is well with their welfare. This meeting is also a time to discuss other matters which are often related to 'PSHEE'.

Pupils themselves are acknowledged and they are represented by the school council who collect the thoughts of pupils from across the school. It consists of tutor representatives from every class from Y1. Pupil voice is recognised as invaluable in shaping the way the school is run.

Sanctions

A record of sanctions for serious misbehaviour is kept on a centralised ISAMS system individual form record books by all staff to help identify any patterns in behaviour.

Pre-Prep Department:

This will be the order of precedence for dealing with incidents.

1. Initially the class teacher/ person on duty to be responsible for dealing with the incident.
2. The class teacher/ person on duty will decide appropriate action for the misdemeanour. Each year group has their own behaviour management system that they operate within the classroom to deal with incidents and behaviour on a daily basis. In Reception and Year 1 the system involves the child physically moving their name on a class display to show they have not behaved appropriately. As the behaviour improves their name moves back up the display. Each day is a new day in Reception and each child starts a fresh on the display. In Year 1 if the child's name does not return to the starting point by the end of the week the child experiences loss of golden time. In Year 2 a child's initials are written on the board using a smiley face system and if their initials appear 3 times they stay in at the following playtime.
3. The incident is documented by the class teacher and parents are informed if it is appropriate.
4. The incident is reported to the Deputy Head who will speak to the child.
5. The child is placed on a weekly behaviour report to be discussed with the parents.
6. The Head teacher is informed and speaks to the child and parents if deemed appropriate.

Prep Department:

If a pupil misbehaves, the seriousness of the offence is taken into account when considering sanctions. A record of misbehaviour is kept in a behaviour log by class teachers and on ISAMS. More serious offences are reported to the Headteacher who keeps a separate record so that patterns can be identified. The hierarchy of sanctions is as follows:

1. Following a verbal warning and a move into the amber zone to red, a 'Loss of Play', is given. This means that the child is in a morning break detention, supervised by the Headteacher.
Should a pupil accumulate three 'LOPs' in a half term, then a Headteacher's detention after school will be given and parents will be notified of this.
2. Continued misbehaviour will mean that a pupil is put on a behavioural SHORT REPORT. This is a record of their behaviour during lessons and break times for one week to be completed by each of their teachers and the teachers on duty. Each day's report has to be signed by the pupil's tutor before going home. At the end of the week, the SHORT REPORTS are presented to the Headteacher who countersigns them. They are then sent home for parents to see.
3. Should these sanctions prove ineffective, parents will be invited in to discuss the matter with the Headteacher.

For serious offences such as bullying, obscene language or vandalism a child might be sent to the Headteacher. If behaviour fails to improve, suspension or expulsion might result as a last resort.

Serious offences result in the necessity to complete an incident form. These are completed by the Deputy Head, Headteacher or the Form Tutor who dealt with the incident.

Prefects have no power to impose sanctions. In cases of misdemeanour, they would report a child to the Duty Teacher, Deputy Head or to the Headteacher if deemed relevant.

General:

The school reserves the right to exclude a pupil from school for a period of time or indeed permanently if it is deemed that it is in the best interests of that individual or the other pupils.

Any such decision must be in consultation with the appropriate staff, the Deputy Head and the Headteacher. In such a situation the parents of an individual will be notified.

Exclusion from Lessons Policy in the Prep Department

If a child is sent out of a lesson for any reason/disrupting a class etc. the child should report to the Headteacher or Deputy Head, unless the teacher concerned has every intention of admitting the child back into the lesson after a few minutes have elapsed.

The teacher must make it clear to the child which of these options he/she wishes to enforce.

Any incident whereby a child is excluded from a lesson should be recorded by the teacher and his/her Form Tutor and the Headteacher should be notified. If appropriate the incident should be recorded in their homework diary.

When a child is sent to the Deputy Head or Headteacher he/she will be reprimanded appropriately and kept occupied. He/she will then be expected to complete any missing work.

Should the Headteacher or Deputy Head not be available the secretary should send for the form teacher.

Depending on the circumstances and severity of the disruption the child in question maybe warned that any further incident will result in the parents being informed.

A further incident is likely to involve the parents being requested to take their child home for the remainder of the school day.

The normal school policy for children behaving badly will then come into force.

Discipline

Aim:

- To produce a well-balanced, thoughtful and well-mannered child who is socially adaptable and acceptable with a healthy respect for adults and their peers.
- To develop initiative, self-confidence and a high standard of general behaviour.

Objective :

To ensure consistency amongst staff members in encouraging and maintaining high standards of:

1. Punctuality
2. Tidiness, personal appearance. Care/respect for belongings.
3. General manners.
4. Table manners.
5. Respect for adults and peers awareness of other people's needs.

ENFORCEMENT AND GUIDELINES

1. Punctuality

No child should be late for any:

- 1.1 Lesson
- 1.2 Games activity
- 1.3 Extra activity
- 1.4 Meeting

2. Tidiness

A child must be taught to have pride in his/her appearance:

- 2.1 Tidy hair.
- 2.2 Clean shoes/shoe laces tied up.
- 2.3 Shirt tucked in/sleeves down. Socks pulled up
- 2.4 Sit on a chair properly.

3. **General Manners**

- 3.1 Greet an adult/visitor/peer in a polite and friendly way. Address a member of staff with respect and preferably by name.
- 3.2 Stand up in class for an adult/visitor.
- 3.3 Open doors/hold a door back/stand back to let an adult pass.
- 3.4 Stop and talk when spoken to/not carry on walking, playing, etc.
- 3.5 Apologise if late.
- 3.6 No questioning an instruction, decision, sanction.
- 3.7 When asked to do something, act immediately and willingly.

4. **Table Manners**

- 4.1 Be aware of noise level.
- 4.2 No shouting across table.
- 4.3 Correct use of utensils.
- 4.4 Don't talk with food in the mouth.
- 4.5 Awareness of others.

5. **Respect for Adults/ Prefects and Monitors/Peers**

- 5.1 General awareness of others' needs.
- 5.2 Help whenever you can.
- 5.3 Show compassion/care.
- 5.4 Not to call names.
- 5.5 Develop initiative in above situations, enhance thinking/self-appraisal.
- 5.6 Realise and appreciate what is done for you.
- 5.7 Not to take things for granted.
- 5.8 To help/assist younger members of the school.
- 5.9 Respect authority at all times.

REWARDS

Pre –Prep Department:

Each year group has their own individual reward system but the emphasis is on positive encouragement. Children are rewarded for good work, politeness, kindness and general good behaviour.

Each child is allocated a House under the school House system, Elstob, Hoyle, Waterhouse or Wilson, and in the Pre-Prep tokems can be given for good behaviour, to be placed in their House jars and totalled up each week.

Also in the Friday assembly each week one child from each year is presented with the rainbow award. The child receives a badge and certificate and this award is for anything positive and noteworthy. At the same time a smart appearance award is presented to one child chosen from the whole department who regularly demonstrates the school dress code. Children from each year group are chosen to attend the Headteacher's tea party each week by written invitation.

Exceptional work is also celebrated and is displayed in the Pre-Prep for everyone to see, it may also be acknowledged in full school assembly by the Headteacher. At the end of each term one child from each class is awarded an Endeavour Prize.

Prep Department:

For good work, a 'House Point' may be awarded to a child. This is a stamp or signature of the member of staff awarding the point. Pupils collect the points on the house point page in their diaries. The children hand points in to their form teachers.

House points are rewarded in several ways: each term, the House with the most house points receives a House treat. This is a special afternoon of activities separate to the other houses.

In the case of exceptional work, staff should indicate that it is worthy for commendation by the Headteacher in the 'work of the week'.

For industry, helpfulness or excellence outside the form room, staff award Merit Points. In the case of outstanding initiative and thoughtfulness, the individual may be sent to the Headteacher to receive a special commendation which will be read out to the school in assembly.

At the end of each term Endeavour Awards are given in the end of term assembly.

At the end of the summer term books, cups and other awards are presented at the annual prize giving ceremony.

SCHOOL RULES

Behaviour

Code of Behaviour

The Ryleys School Code of Behaviour is based wholly on respect and consideration for others. Put simply do not do anything to anyone else that you would not wish them to do to you. In any situation where you are unsure of the proper way to behave use your common sense and be guided by the above principle.

On Playgrounds (or at any time when not in class):

- Always show proper consideration towards other pupils.
- Never hit, kick or otherwise strike another however much you may feel justified in doing so.

- Never taunt others in a cruel or hurtful manner.
- Always report any misbehaviour that you feel is causing hurt to another pupil. You are not telling tales. If you are unhappy about reporting any matter to a member of staff, tell a prefect or someone else you trust. They will tell you what to do.

In Classrooms:

- Enter quietly.
- Stand in silence until instructed to sit down.
- Do not call out.
- Raise your hand to ask or answer questions.
- Be polite, obedient and considerate at all times.

Bounds

In the school grounds, the following areas are out of bounds:

- Front of the school.
- Areas at either side of the main building.
- Centenary Hall (without permission).
- Pool area inside the fence (without permission).

Pupils may only enter classrooms or the Centenary Hall at breaktimes with permission.

Breakages

If anything is broken, it should be reported at once to the Headteacher or the teacher on duty.

Changing Rooms

- Pupils should not enter the changing rooms without permission, unless at the proper times.
- Lockers and the floor of the changing rooms should be kept tidy at all times.
- No valuables should be kept in the changing rooms.

Dining Room

The rules for the Dining Room are displayed around the room. These should be observed at all times.

Fire Alarms

When the alarm sounds, all classes should proceed to the main playground in silence, single file and at a walk. If away from class, rejoin it as soon as possible. Form Tutors should then count their Tutor Group or class and report the number to the Headteacher.

Centenary Hall

- No pupil is allowed in the gym unsupervised.

- b) No pupil may use equipment without prior permission.

Hair

Boys are not allowed excessively long or short cuts. It should be neat and tidy at all times. Girls with long hair should keep it tied back with accessories of the school colours.

Library

- a) The Library is a place for quiet reading / working.
- b) Pupils must respond properly to the direction of the Library Prefect.

Manners

Manners are a very important aspect of behaviour at The Ryleys. Pupils are expected to always stand when visitors enter a room and remain standing until told to sit. Always remember to say “good morning / afternoon” to any adults and, “please”, and, “thank you”, whenever they want or are given something. They are expected to always hold doors open for adults and to not keep their hands in their pockets when speaking to adults.

Money

- a) No pupil may have more than £1 at school, except on those occasions when more may be required e.g. fairs, charity events, etc.
- b) There is to be no buying or selling of items, or lending of money.
- c) If any money is lost, the school office should be informed at once.

Out of School

Pupils are our best ambassadors. The school is judged by the way pupils behave. It is important that pupils always have a smart appearance out of school and that they behave quietly and sensibly. The School Rules of Behaviour still apply wherever they are when they are in school uniform or on a school trip.

Property

- a) Pupils should not bring mobile phones to school. If needed for any reason, they should be deposited with the school secretary during the day.
- b) Pupils must not leave property lying around.
- c) All pens, watches etc should be clearly marked.
- d) Nothing of value may be brought into school without permission.
- e) School bags should only be left on the pupil’s peg when not in use.
- f) The taking or use of other pupils’ property without permission is theft and will be treated as such.

Registration

Pupils should always be on time for morning and afternoon registration. If late for any reason, they should report to the School Secretary.

Snacks

Food must not be brought in to school. Fruit will be provided by the school at all break times.

Throwing

It is strictly forbidden to throw stones or any other projectiles.

Uniform

Pupils may only wear permitted items of uniform when in school. All uniform must be clearly labelled.

Malicious accusations against staff

If a pupil is found to have made false / malicious accusations against staff, their parents will be brought in to school to discuss the allegations and appropriate action will be taken. This may mean the pupil being given an after school detention or a 'Loss of Play', as well as writing a letter of apology to the member of staff.

In severe cases a record will be kept and may be passed on to their future schools.

Support systems for severe behavioural problems or 'repeat offenders'

In the case of pupils who are felt to have behavioural difficulties and find it struggle to follow the rules as set out above, the Head of Pastoral and Learning Enhancement departments, as well as the pupil's parents, would discuss an appropriate course of action; this may involve outside agencies such as Cheshire East social services or relevant behavioural therapists if parents are in agreement to this course of action.

POLICY ON RESTRAINT OF PUPILS

If a child is restrained in any way, a record will be kept by the child's class teacher of exactly what led to the incident and how it was dealt with; parents will be informed immediately either by phone, or in person on collection of the child.

There is immense emphasis on how the pupils should be treated. Naturally there is a total absence of all forms of corporal punishment. The school's policy on corporal punishment is known to all members of staff. That physical intervention can only be deployed if there is immediate danger of personal injury, danger to property or a person, including the child. Provision under section 4, restraining pupils in certain circumstances, remain. e.g. attempting to leave the school premises. The staff are fully aware of the dangers of comments that might cause upset and offence. Nevertheless a disciplined ethos pervades the school – expectations of good behaviour are high and the pupils respond. Any unacceptable behaviour will be reported to the Head. If necessary, parents will be involved at an early stage.

Rather than dwell on the negative there is a whole range of positives which serve to enhance each child's emotional development.

DEFINITION OF PHYSICAL RESTRAINT

A set of physical interventions which may be used to control an individual whose behaviour may be injurious to himself or others and with whom non-physical intervention, for example, communication, de-escalation and problem solving skills have been unsuccessful.

Background

Everyone has the right to defend themselves against attack. Any member of staff may intervene in an emergency if a pupil is in immediate risk of injury or on the point of inflicting injury on someone else.

Section 550A of the Education Act 1996 clarifies the powers of teachers and other staff who have lawful control or charge of pupils either on the premises or on approved extra curricular activities, to use reasonable force to prevent pupils committing a crime, causing injury or damage to themselves, others or property, or to prevent behaviour prejudicial to the maintenance of good order and discipline.

It is our task to protect the educational entitlement of all pupils. Head teachers have duties to promote positive behaviour in school and the entitlement of pupils to educational opportunity, and to maintain an orderly community. This is part of the duty of care.

The purpose of promoting appropriate behaviour is to enable pupils to access, and benefit from the educational opportunities of the school. The purpose of prevention of inappropriate behaviour, and intervention, is to enable pupils' entitlement to this education.

Guidelines

1. The law clearly forbids a teacher to use any degree of physical contact which is deliberately intended to punish, or primarily cause pain, injury or humiliation.
2. The legal position: The touching, physical restraint, use of force against or constraint of a pupil is something to be approached with great caution. Such acts may result in accusations of either criminal offence or result in civil action based on the following
 - assault and battery
 - false imprisonment
 - sexual assault
 - corporal punishment.
3. Restraint of a pupil is permitted when the pupil is
 - committing any offence
 - causing personal injury to, or damage of any person
 - engaging in behaviour prejudicial to the maintenance of good order and discipline.

Examples quoted include:

- where pupils are fighting;
- on the verge of committing a deliberate damage or vandalism to property;
- causing themselves or others to be at risk of damage by accident;
- through rough play or the misuse of dangerous materials or objects.

The Education Act also quotes pupils running in corridors or stairways in such a way as to endanger the safety of others or where a pupil persistently refuses to obey an order to leave a classroom, or behaves in such a way as to seriously disrupt a lesson.

4. Restraint in any of the above circumstances must only be used when there is no alternative to use of physical restraint. De-escalation tactics should have already been employed as a tactic before physical restraint is needed. (reasoning and talking to them etc).

5. Restraint may involve blocking the path of pupils, positioning oneself between pupils, touching, holding, pushing pulling or leading a pupil by the arm or shepherding a pupil away, by placing a hand in the centre of the back. In other circumstances, staff **should not** act in a way that might reasonably be expected to cause injury, for example by:

- holding, a pupil around the neck, or by the collar, or in any other way that might restrict a pupil's ability to breath;
- slapping, punching or kicking a pupil;
- twisting or forcing limbs against a joint;
- tripping up a pupil;
- holding or pulling a pupil by the hair or ear;
- holding, a pupil face down on the ground.
- School policies make it clear that staff should always avoid touching or holding, a pupil in a way that might be considered indecent.

6. Only in the most exceptional circumstances and where there is no alternative can a person justify the use of force upon a pupil which might reasonably be expected to cause injury.

7. Physical restraint must involve the minimum force necessary to prevent injury or remove the risk of harm and should be gradually relaxed as the pupil gains self-control. Physical restraint must not be used to gain compliance with staff instructions when there is no immediate risk to the pupil or to other individuals.

8. As a general principle teachers should not make unnecessary physical contact with their pupils. However, there are occasions when physical contact is appropriate and/or necessary, E.g. on those occasions in the course of teaching when, for example, a pupil is being shown how to use a piece of apparatus or equipment or while demonstrating a move or exercise during PE or IT.

The administration of First Aid will inevitably involve physical contact and First Aiders should ensure that others are present in circumstances when physical contact could be misconstrued. Any comforting gestures must always be acceptable to the pupil concerned.

9. Staff are NOT expected to restrain a pupil if, by so doing, they consider they put themselves at unacceptable risk. If time allows a senior manager or person who has been on a restraint training course should be contacted.

10. Any incident resulting in the restraint of a pupil must be recorded on an incident form. Headteacher and in the pupil's file. Such accounts may be made available to outsiders (parents, governors, consulting professionals). Parents must also be advised and given the opportunity to discuss the incident.

When dealing with SEND pupils, reference is made to the *Equality Act 2010* and the reasonable adjustments that may be necessary to cater for such children.

Conclusion

This policy has been drawn up with reference to the Summary of the DfE Circular 10/98 on Section 550A of the 1996 Education Act (July 1998) 'the Use of Force to Control or Restraine

Pupils' It aims to clarify for staff, parents, pupils and governors the position over the use of force to control or restrain pupils and thereby reduce the chance of complaints. The DfE guidance use of reasonable force in schools is also adhered to.

SUMMARY OF RULES FOR THE USE OF RESTRAINT

In an emergency, staff very rarely may find it necessary to use physical restraint as a last resort. On these occasions the following policy applies.

1. Physical restraint of a pupil will only be used as a short term measure to prevent immediate danger of personal injury to the pupil, another person or, exceptionally, to property and only if there is no viable alternative to physical intervention.
2. The restraint used will be the minimum necessary to avoid physical harm and for the minimum duration, commensurate with the actual risk. If possible, another member of staff should be present. Preferably a member of staff who has received training will undertake the restraining.
3. Any use of restraint will be reported to the Headteacher and to the school Child Protection Officer. The report should be written and include why needed, duration, names of witnesses and signatures of staff present. An incident report must be completed.

The Ryleys School Early Years Feelings and Behaviour Support Policy

Statement of intent

We believe that children flourish best when their personal, social and emotional needs are met, where there are clear and developmentally appropriate expectations for their behaviour and, their feelings are acknowledged and supported.

Aim

At The Ryleys we take a developmental approach to the management of Children's behaviour and support them to understand their feelings throughout their time at our setting. We adjust our expectations and techniques in line with children's developmental needs. We promote positive behaviour through a range of positive strategies. By giving positive feedback and having clear expectations, our feelings and behaviour support policy and techniques are promoted to; parents, students, volunteers and visitors. We ensure that all of our staff implements this policy and supporting techniques.

Method

We will meet this aim through the following procedures:

- The Ryleys Early Years Manager has overall responsibility for promoting positive behaviour strategies. Our behaviour management lead has the necessary skills to advise other staff on supporting feelings and behaviour as they have attended approved behaviour management training.
- This designated staff member is required to:

- Keep up to date with legislation, research and thinking on promoting positive behaviour and on handling children's behaviour where it may require additional support.
 - Access relevant sources of expertise on promoting positive behaviour within the programme for supporting personal, social and emotional development.
 - Check that all staff have relevant in-service training on promoting positive behaviour.
- We recognise that codes for interacting with other people may vary between cultures and ensure these are respected and valued.
- We familiarise new staff, students, volunteers and parents/carers with our behaviour management policy and its guidelines for behaviour.
- We expect all members of our setting - children, parents, staff, volunteers and students - to adhere to these guidelines, requiring them to be applied consistently at all times.
- We work in partnership with children's parents. A child's Key Person regularly engages parents in discussions about their child's feelings and behaviour. If we feel a child needs support around feelings and behaviour we will ensure we have gathered observations to share with parents and work with them to support the child appropriately in the setting and at home.
- We use praise and encouragement to reward positive behaviour.
- We build respectful relationships between children and families, through our key Person system.
- We anticipate when behavioural issues may occur and all staff are aware of agreed strategies to support the child.
- We support children to understand boundaries within the setting and all staff apply this consistently.
- We ensure that our routine enable children to feel safe and secure.
- Adults within the setting model positive behaviour to others.
- We report achievements and positive behaviour to parents within earshot of the child
- Most importantly we smile at children and make it clear that we like them and enjoy spending time with them, whilst making time for fun and laughter.
- All adults, parents, careers are encouraged to only use positive statements when talking about children in the setting.
- Across the setting we use consistent behaviour management strategies (e.g. sun, cloud, rainbow) and adapt it for each age.

We aim to use positive pro-active strategies to promote positive behaviour in children, and set these strategies within our programme for personal, social and emotional development. These include:

- supporting each child in developing self-esteem, confidence and feelings of competence;
- supporting each child in developing a sense of belonging in our group, so that they feel valued and welcome;
- acknowledging considerate behaviour such as kindness and willingness to share;
- acknowledging children's considerate behaviour towards another who is hurt or upset
- providing activities, games and opportunities that encourage co-operation and working together;
- ensuring that there are enough popular toys and resources and sufficient activities available so that children are meaningfully occupied without the need for unnecessary conflict over sharing and waiting for turns;
- avoiding creating situations in which children receive adult attention only in return for inconsiderate behaviour;
- Looking at the children's needs during levels of high intake and adjust our daily routine accordingly.
- If a child's behaviour is causing concern adults working within our setting will explore why a child's responses are in a particular way and use this information to inform the strategies to be implemented by all.
- Working together as a class to develop golden rules and ensuring children are included in the process.

We do not:

- Use or threaten to use physical punishment, such as smacking, shaking or any punishment which could adversely affect a child's well-being.
- Use techniques intended to single out and humiliate individual children, such as ridicule or sarcasm.
- Use physical restraint, such as holding, unless to prevent physical injury to children or adults and/or serious damage to property.
- Shout or raise our voices in a threatening way to children. (unless in immediate danger).

Key strategies

Where possible we use the conflict resolution – problem solving approach 6 steps

1. Approach calmly
2. Acknowledge feelings
3. Gather information
4. Restate the problem
5. Ask for solutions
6. Be prepared to give follow-up support

We use distraction where appropriate to divert children from poor or inappropriate behaviour by either giving them focused attention or simply turning their attention to something else.

Quiet time (as opposed to ‘time out’) can also be a helpful method that can be used to modify behaviour for more challenging behaviours within the setting. It involves separating the children from whatever they are doing and moving them a safe place for a period of time (with an adult in close proximity) This is an opportunity for the child to calm down- to think and reflect on his/her behaviour. The length of quiet time should ideally match the age of the child, for example, for a three-year-old child use three minutes. An egg-timer can be useful in this situation.

Exclusions

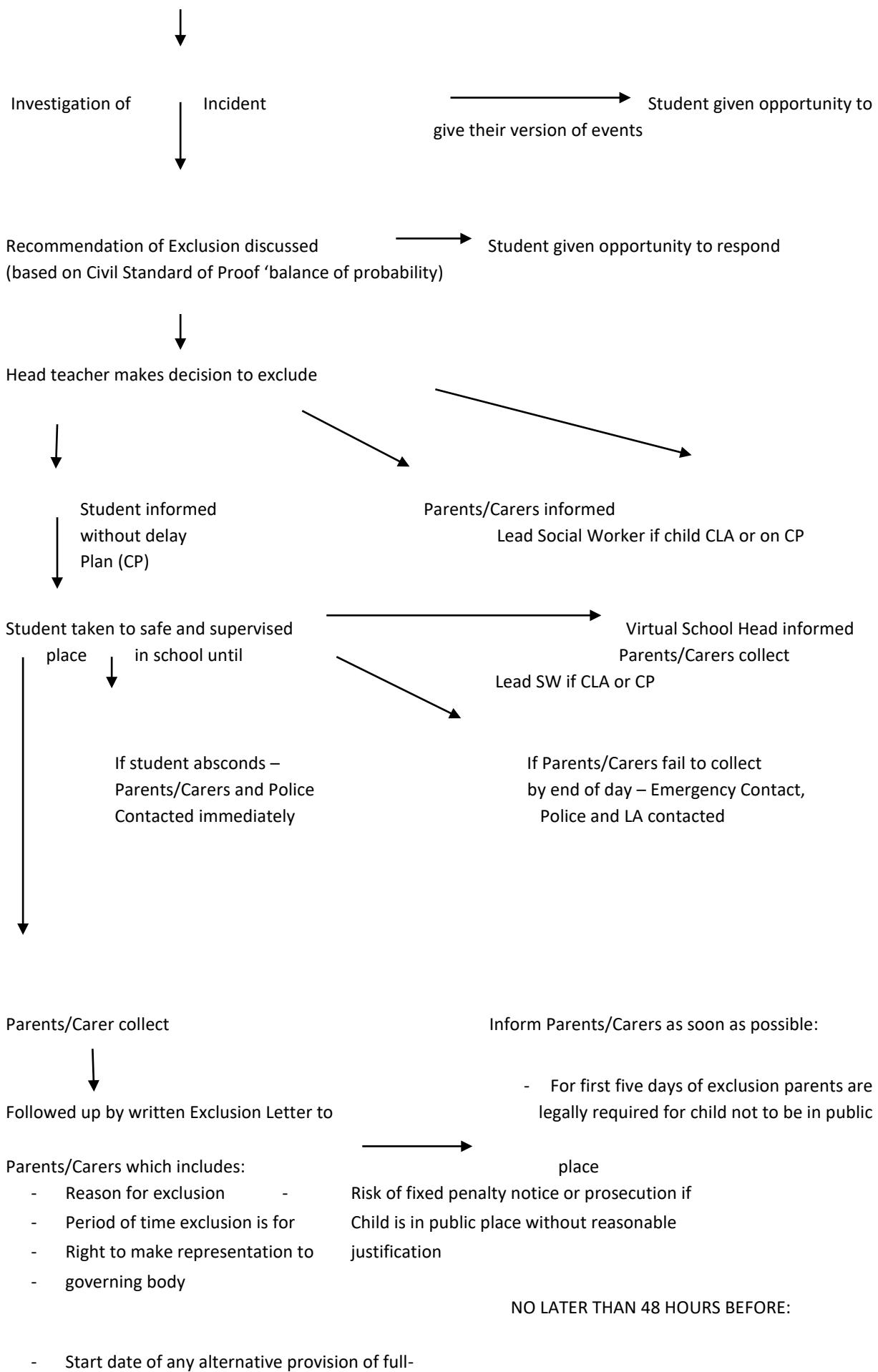
- Permanent exclusion is a last resort and only be considered where there has been a serious breach or persistent breach of the school behaviour policy and if the child was to remain in school this would cause serious harm to the education or welfare of themselves or others.
- The decision to exclude for any period must be lawful, reasonable and fair.
- Pupils who are excluded should be collected by parents/carers and must not be allowed to leave the school site until this happens, or an appropriate alternative is agreed.
- If a Child is a Child Looked After (CLA) then the Lead Social Worker (SW) must be informed and kept up to date by the school. Disruptive behaviour can be an indication of unmet needs, thus schools should give consideration to a multi-agency assessment that goes beyond educational needs, if this is a persistent problem.
- Following any period of exclusion there must be a strategy for reintegration and managing future behaviour.

- School should set and mark work provided for the first five days of a period of exclusion, unless or until alternative provision is provided. Alternative provision must be in place from the sixth day.
- Excluded pupils should be enabled and encouraged to participate at all stages of the exclusion process, relevant to their age and understanding.
- Only the Headteacher has the authority to exclude and this must be on disciplinary grounds.
- Lunchtime exclusions must follow the same exclusion process and count as half day exclusions.
- ‘Informal’ or ‘Unofficial’ exclusions are unlawful regardless of whether they occur with the agreement of parents/carers – all exclusions must be formally recorded.
- Consideration should be given to children who present with additional needs, and the Headteacher should, as far as possible, avoid excluding permanently any pupil who presents with additional needs, such as Special Educational Needs (SEN) or Children Looked After (CLA) or children on a CP Plan.
- Schools should engage proactively with parents, foster carers, children’s homes and the local authority in supporting the behaviour of pupils with additional needs.
- Headteacher must inform the governing body and local authority if a child is permanently excluded or if exclusions result in more than five school days (or ten lunchtimes) in a term or if a period of exclusion will mean that they miss a public examination or national curriculum test.
- All fixed term exclusions should be reported to the governing body and local authority once a

term.

- If a pupil lives in a different authority to that of the school they attend, the Headteacher must inform the ‘home authority’ without delay if a child is permanently excluded.
- If a child has a fixed term exclusion the correct codes should be used on the register. It is the school’s responsibility to ensure that the alternative provision provides the adequate number of hours.
- When sending written confirmation of exclusion to parents/carers, consideration should be given to ensure that this information is clear and easily understood. Where English is not the first language, a translated letter should be considered.
- If parents wish to make representation to the governing body and an independent panel is used, consideration should be given to including a SEN Expert, even if the child has no identified Special Educational Needs.

Flow Chart of Process



time education (from 6th day)

- Start and Finish times
- Address
- Information needed for child to report on first day