



**Hovingham & St Hilda's, Ampleforth
Primary Schools Federation**

**Restorative Practice
Relationships and Behaviour Policy**

Member of staff responsible: J.Pynn & FDA

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Introduction

At St Hilda's and Hovingham Primary schools, we aim to create a happy, safe, caring, stimulating and inclusive environment for all. We encourage self-discipline and aim to keep rules and regulations to a minimum. Promoting good behaviour amongst the pupils is a shared responsibility. All those who work with the school, Governors, parents, the wider community and the children, all have a vital role to play. As members of the school community, all stakeholders should aim to build positive relationships with each other and we expect each individual to respect others, their families, culture and beliefs, as part of the exceptionally high standards of behaviour that we have at our schools.

We believe that implementing the principles of Restorative Practice helps us to focus on building better relationships with each other, taking the time to ensure that every member of our school community feels listened to, valued and respected.

We support pupils in developing the skills to maintain positive relationships with others and to resolve disagreements and problems themselves. It is our role to educate our pupils to understand how their behaviour affects others and its impact on others. Pupils are supported to identify ways they can put right the harm they have caused. This approach ensures we are not teaching pupils that by harming others they will be punished and should therefore avoid being discovered. Instead, we are helping them to become empathic, considerate people who have the skills to avoid and resolve problems independently.

Aims:

- To develop positive relationships through a restorative approach, which promote self-esteem, self-discipline and which establish clear expectations of all members of the school community.
- Through shared expectations and a consistent approach we aim to promote a harmonious working environment where all can develop their skills of working both independently and cooperatively.
- By creating a sensitive and supportive atmosphere, we want all children to be happy and confident with each other and in their work.
- To establish a partnership approach which draws on all those involved with the school.
- To provide systems which promote positive behaviour and which support all members of the school community.
- Recognise the importance of effective teaching and learning in the promotion of positive behaviour. (Teaching and Learning Policy)
- To monitor and evaluate the effectiveness of our relationships and behaviour policy and procedures.

We have just one rule: **Be Responsible and Respectful**

For the children this is clarified as

- Be responsible and respectful in the way we behave
- Be responsible and respectful in the way we behave towards others
- Be responsible and respectful in the way we treat our property, the property of others and our environment

In an age appropriate way this rule is first shared by class teachers with their class and is regularly referred to and reinforced both within the class (e.g. class posters and banners) and during whole school worship by all members of teaching staff.

Restorative Practices

Being 'Restorative' focuses on building positive relationships based on responsibility, respect and fairness. In turn this creates a community that is supportive, accountable and respectful. We believe that every individual is responsible for their own behaviour.

The Restorative framework is based upon 'knowing the effect that I have on others'. Making changes to the way we approach incidences and issues provides children, and others, the opportunity to think about how they relate to each other and how they can find positive ways of repairing harm caused, rather than focusing solely on punishing poor behaviour or individuals avoiding taking responsibility for their actions.

Children and adults are encouraged to put things right together. All members of staff are trained in the key principles of RP and we understand the importance of modelling positive language, behaviour and take time to develop positive and meaningful relationships with colleagues and pupils. When positive relationships are developed and connections are made individuals are less likely to cause harm to others or choose to damage relationships.

Positive Behaviours

Our pupils and staff are considerate of each other and our surroundings and always behave in a positive way. The rewards for such behaviour are intrinsic and we recognise that feeling good about something you have done is a very significant reward. We also aim to reinforce positive behaviour with descriptive praise and recognition through rewards such as:

- staff congratulating pupils/recognition board
- giving children stickers/wristbands/postcards
- stamps
- star points
- whole class rewards
- Friday superstar certificates
- lunchtime supervisors selecting 'top table' pupils;
- Head Teacher's award.

We believe that children achieve best when there is a partnership between home and school and this applies particularly to behaviour. We expect parents to support the school in maintaining good discipline, which in turn ensures good learning, by undertaking a home/school agreement as written evidence that they are in agreement. We aim to work with parents and keep them informed at each stage of the policy.

- As far as possible, parents/carers will be informed of achievements so they can share in their child's rewards.
- Staff may use the informal 'chat at the gate' approach or contact parents/carers by telephone.
- Reading records or home-school books are used to send messages home or into school.
- The Parents' Consultations Evenings also provides a forum for discussion.
- Parents may be invited on an individual basis to attend a meeting to discuss strategies for improving their child's behaviour at school.
- Class assemblies, celebrating behaviour and achievements
- Certificates and stickers that children take home

Good discipline is the shared responsibility of all staff. We know that if we expect the children to behave well, the adults in the school must model good behaviour themselves.

We strive to avoid:

- humiliation – it breeds resentment;
- shouting – it diminishes us;
- over reacting – the problem will grow;

- blanket punishment – this is unjust towards the innocent;
- harsh sarcasm; it breeds resentment;
- threatening children with someone else’s discipline; it diminishes us
- using an area of the curriculum as a punishment (e.g. extra maths or no P.E.);

As part of promoting positive behaviour and providing positive role models, pupils are provided with the opportunities to take on responsibilities within their own class, and across their school. These include, but are not limited to:

- Playground leaders;
- Classroom and school wide monitor jobs;
- Peer listeners;
- Supporting office admin staff to deliver letters/resources.
- Lunchtime Monitors

The Restorative Approach –

Building a positive community including rules and high expectations.

The ethos of the school underpins all rules and expectations relating to behaviour within the school. Children need to know and help understand the school/class rules and expectations. Each teacher works with their class to share the school charter, detailing a shared set of rights and responsibilities for all members of the class community, both children and adults, to adhere to. Every class takes part in brief class circles at either the beginning or end of each day. This time is used to build connections and relationships within the class.

During circles, expectations of behaviours are taught and reinforced on a regular basis and on-going throughout the year. The class will develop their own class expectations for learning, circles and behaviour. The agreed expectations are on display in the classrooms. Children are therefore encouraged to take responsibility for their own actions and behaviour; as well as, consider the impact of their actions and behaviour on others.

Pupils who follow the rules and expectations must have their actions acknowledged and rewarded. Those who do not follow the rules or expectations need to know that their actions will not be ignored. Consequences of inappropriate choices will be discussed and decided upon with the pupil and the consequence enforced. Our **Response Ladder** shows an overview of the kinds of behaviour that would warrant different levels of consequences within the policy.

What are our expectations for pupil and adult conduct?

We are proud we have created a well-organised, attractive and stimulating learning environment. We have expectations for the various areas within the school as well as for behaviour during specific 'whole school' activities such as assemblies.

The school environment

Our expectation is that classrooms will be tidy and well organised as this has a positive impact on behaviour. All of us should be proud of our interesting, well-resourced school. It is the responsibility of adults and children alike to maintain our pleasant school by looking after the resources and displays.

Corridors

Children are expected to walk quietly around the building at all times (especially when passing

through areas where other people are working). Children and adults should be keen to hold doors open for others showing politeness and consideration for others.

Collective Worship

Staff and children are expected to enter and leave the worship calmly and quietly and sit quietly during worship showing respect for the adult or children delivering it.

Children and adults should be keen to participate and contribute to any interactive parts of an worship in a positive and respectful manner.

Members of staff who accompany their class into worship, and wish to issue instructions to children in worship should usually do this using signs rather than speech, and should lead their class in and out of worship from the front of the line.

The dinner hall

Children should line up quietly, be polite when receiving their meal and follow any directions of the adults in charge. They should be taught to maintain good manners at the table and enjoy polite conversations giving due consideration to the level of noise. After the meal children should clear their eating area, leave the dining area quietly and walk to the playground or field.

The playground

In our Federation, we do not distinguish between the authority of one adult to another, regardless of role. At lunchtime, children are expected to respect the authority of the adults on duty in the same way that they would with the teaching staff.

All children should feel safe outside and must be made aware of the play ground rules and the importance of informing a duty adult if they have been hurt, are being bullied or harassed.

The adults on duty are responsible for ensuring that a good range of play equipment is available for the children; that they are safe; that the playground rules are being adhered to and that any incidents are being properly dealt with within the restorative framework.

Any serious behaviour incidents should be reported to the Headteacher or Base leader Team member for further investigation and the adult witness should complete a STAR form to be passed on to SLT (SETTING/ TRIGGERS/ACTION AND RESULT) and log the incident on CPOMs. Additional guidance and rules and expectations for break times can be found at *Appendices 1 and 2*.

School uniform

Children are expected to wear school uniform. We feel this gives the children a sense of pride and purpose and creates a sense of community that encourages good behaviour. Guidance for school uniform is detailed in the prospectus section of the school website, or available in printed form from the school office.

Response Ladder: Dealing with inappropriate behaviour.

BEHAVIOUR

Low level disruption
 Boisterous behaviour (playground)
 Uncooperative behaviour
 Not getting on with task
 Using avoidance tactics
 Disturbing others
 Hurt someone through carelessness (not just accident)

Continuation of the above or...
 Repeatedly disturbing others
 Repeated inappropriate comments/ language/discussions
 Teasing
 Disrespect to people or property
 Physical assault (pushed etc) without being provoked

Continuation or no improvement of the above after CAUTION

Severe verbal abuse/ threats
 Severe physical assault (kick/hit/punched/bit) without being in physically provoked
 Extreme vandalism
 Racism/homophobia/bullying
 OR: Continued deliberate disruption over time

On -going racism/ homophobia/ bullying
 Specific behaviours related to on-going issue

ADULT RESPONSE

REMINDER (STAGE 1)

Preventative/de-escalation/diversion (eg give job) actions
 Change seating/pairing
 Get them to say sorry and meaning it

CAUTION (STAGE 2) use 'Think clearly about your next step'

Move places or adult to move/sit close
 Catch them being good - comment
 Get them to say sorry and mean it
 Catch up on missed work
 Staff consider preventative measures before next session)

LAST CHANCE (STAGE 3) Issue 2 minutes at end of session alongside **30 sec script**) Meanwhile offer time out/work outside of class/ be confined to work/sit in close to adult as appropriate until end of session.

TIME OUT (STAGE 4) Miss 2 minutes at break/end of break and quick

RESTORE (STAGE 5) informal/formal restorative meeting with adult on duty

Go straight to **TIME OUT (STAGE 4)**
 If needed use 'red card on-call system' to get help. If severe incident the adult on duty/ witness record incident as STAR Setting Triggers Actions & log on CPOMS, involve Baseleader or Head. The Result will be determined during a **formal restorative meeting** with SLT/witnesses **(STAGE 5) REPAIR** parents to be notified

Headteacher/Senior teacher and record including CPOMS log
 Multi-disciplinary meeting
 Exclusion (Appendix 4)

REACTION AND PROCESS FOR STAFF TO FOLLOW WHEN INAPPROPRIATE BEHAVIOURS OCCUR:

	STEP	ACTION: Severe behaviour will require a 'red card/ on call system' and you will need to jump straight to STAGE 4 (see response ladder and how to manage angry students guide)	
1	REMINDER	Delivered privately where possible: simple reminder Be responsible for... (expectation) eg 'You need to understand that every choice has a consequence. Are you able to follow ... expectation?' Repeat reminders if reasonable or different behaviours occur during the session and make adjustments as necessary. Take action to try to keep things at this stage (eg sit closer to pupil/ engage them in a chat about what they are eating for their lunch etc)	
2	CAUTION	A clear verbal caution delivered privately where possible, making pupil aware of their behaviour and the consequences if they continue. Use the phrase 'Think clearly about your next step'	
3	LAST CHANCE	Speak privately and give pupil a final chance to engage, give a positive choice and refer to previous examples of good behaviour. Use the '30 Second Scripted Intervention' at this stage. Always attach 'Stay two minutes after class/lunch' to this step. It cannot be removed/reduced or substituted.	
4	TIME OUT FROM LAST CHANCE TIME OUT STRAIGHT TO RED CARD	TIME OUT Short 2 mins for pupils who reached LAST CHANCE.	TIME OUT For those who have received a 'Red Card' for severe behaviour 'Time out' might need to be longer outside of the classroom on a 'calm down/thinking spot/chair' It is a chance for the child to calm down and see the situation from a different perspective. A very angry pupil may need at least 40 minutes- a day, before they are ready to repair. If 'Red Card' behaviour a SETTING/ TRIGGER /RESPONSE form needs to be completed by staff.
5	REPAIR REPAIR	REPAIR During the two minutes. This be an informal chat /restorative conversation	REPAIR If a 'red card' has been issued then a more formal restorative meeting will need to be held with SLT and possibly parents.

Example 30 second script structure: (STAGE 3)

1. Open well and start a dialogue with the child – "I've noticed you've had a problem playing with others this morning." Physical approach – kneel down next to the child, pull a chair up or stand at the side of the classroom side by side with them.
2. Refer to why you are there and a specific rule/expectation – "You know our rule/expectation about eg: letting others play their games. I can't have you not letting others play their games. I need you to be enjoy your break and allow others to enjoy theirs too."
3. Sanction – at the second stage of a stepped consequence system – "I'm going to need to see you for two minutes at the end of break today." It's important at this point to remind the child of previous good behaviour that you have 'pegged' in a positive note or other previous interaction. "Do you remember last Thursday, I gave you the note to take home? You had a brilliant week last week. You were kind and you played football really fairly with others - that was great – that's the behaviour I need to see now, that's the behaviour I want to see from you. Thanks very much for listening." Then you leave the situation. It's almost impossible to argue with someone who is praising your previous good behaviour. Holding your nerve at this moment is the real heart of behaviour management. This is where you can model that emotionally resilient adult behaviour for the children.

The Restorative Approach –

Incidences of negative behaviour that require a formal or informal restorative conversation (STAGE 5) are dealt with in a fair, respectful and appropriate way, with the key focus on individuals taking responsibility for their behaviour, repairing any harm done, rebuilding and restoring relationships.

The key principle when dealing with issues is to give all the people involved a chance to have their say and become actively involved in the process. All members of staff and children know that issues will be dealt with fairly with a 'no blame' approach.

When there have been incidences between two children key questions will be asked to find out what has happened and how the individuals involved can make things right again, or repair the harm caused.

Our aim is not to ask 'Why?' something has happened but to determine what has led up to an issue and resolve it in a positive way.

Everyone involved in an incident is taken through a Restorative dialogue and is therefore supported in coming to understand the harm that has been caused to all parties.

The Restorative Questions:

What happened? Drawing out each person's story one at a time, starting with the person who has caused the harm. The aim is not to come to a definitive conclusion on what has happened, but for each person to have their point of view listened to.

What do you think and feel about that? What each person was thinking and feeling at the time, before and since.

Who has been affected and how? Who has been harmed/affected and how? Older children are encouraged to think about the wider implications of who has been affected e.g. families.

What are the needs of those involved? What those affected need to feel better, move on, repair harm and rebuild relationships.

What do you think needs to happen next/to make things right with each other and with the school community? How do those people agree and negotiate meeting the needs identified above and what support might they need to do this? Staff support pupils in this process but try to ensure the pupils form their own agreement when possible. The children can refer to the behaviour ladders to consider how they can make appropriate amends with the high expectations of the school community.

This approach encourages those involved to identify ways in which a relationship can be repaired or how they can move forward. By giving pupils this responsibility we are supporting them in developing their own strategies for avoiding and resolving conflict. We also believe that if pupils reach their own agreement as to how to move forward after a conflict, they have ownership, they are more likely to abide by it than if it is suggested by an adult or imposed upon them.

All staff working within our school use active listening skills when dealing with a conflict. This enables them to draw out more from those involved:

Language to use during the Restorative Conversation:

Encouraging: Tell me some more about that?

Clarification: Can you help me understand that more...

Checking: So did I hear you say.... Am I right in thinking.....

Reflecting: So you (Repeating back last few words)

Summarising: So there seem to be several things bothering you? And earlier you said....

Empathy: It's understandable that you are worried / upset about/ this; sounds tough;

Affirmation: Thanks for telling me that; I appreciate you talking about this with me

The Restorative Approach and use of consequences

When using consequences, the child(ren) should always be involved and be an active part of deciding upon any consequences, ensuring they are constructive and allow the child to learn from what has happened, as opposed to a sanction being imposed and the child seeing themselves as the victim of punishment.

Each class/ communal area has a clear display of the process of consequences. We aim to help the children look out at the harm they have caused to others and see that their sanction is a way of putting things right with the person who has been hurt, as well as with the school community, which expects a high standard of good behaviour.

Some children with social, emotional or mental health difficulties require time to calm down and this is an important part of developing a child's self-management skills. 'Time outs' can be offered to children before an incident is dealt with. The Response Ladder shows an overview of the kinds of behaviour that would warrant different levels of consequences within the policy.

When should behaviour incidents be logged?

The child's class teacher (or HLTA if covering) should log the following incidents/issues on CPOMS if they arise for a child in their class:

1. When a pupil damages property on purpose (belonging to school or to another individual in school)
2. Racist incidents (these also need to be reported separately to the HT)
3. Severe swearing/verbal abuse
4. Incidents in which another individual (child or adult) has been injured/assaulted with proven intent
5. Incidents in which another individual has been injured/ assaulted, the victim reports that this was on purpose, and there is a visible injury, whether or not intent can be proved
6. Incidents relating to ongoing issues with a child that need recording (for example, incidents between two children that are not up to the level of assault, but give extra evidence and a broader picture for multi-agency meetings, etc. Alternatively, a child may have confided that they are being bullied, and any incidents between them and the 'bully' should be logged).

It is up to the judgement of the class teacher based on their knowledge of the children whether to record when the victim claims intent, the perpetrator claims accident, and there are no other witnesses.

If any of the behaviours above occur during lunchtime, the MSA involved should report this on a STAR form and pass to the class teacher. The MSA will take responsibility for logging this on CPOMS and will liaise with the class teacher regarding further action (e.g. communication with home).

These behaviours must always be reported to parents/carers. The method used is up to the discretion of the class teacher and it is their responsibility to follow through both with communication, consequences in line with the restorative framework and log this. (

Curriculum Support

Through SEAL, we aim to teach children the importance of forming good relationships and equip them with the skills to do this. We have high expectations of the children and believe that they should behave because it is the right thing to do and not because they believe there will be a material benefit. However, the school has a number of ways of rewarding good behaviour, for both groups and individuals, as it believes that this will develop an ethos of kindness and cooperation. Personal, Social, Health, Citizenship and Economic education (PSHCE) lessons, Circle Time, school assemblies, out-of school experiences and after school clubs also contribute to the pupil's understanding and competency in managing conflict. Discrete PSHCE lessons are taught on a regular basis to ensure all pupils understand the key stages of the Restorative Approach and have the required skills to be able to resolve issues with adult support or independently, where appropriate.

Implementation of the Restorative Approach – Practicalities

We recognise that all children are unique individuals and therefore we are somewhat flexible in the manner we address any incidences of negative behaviour. The stages of the Restorative Approach underpin our method in dealing with behaviour issues but we are conscious that we adapt our approach to ensure it is suitable for the pupil's age and level of understanding.

When working with pupils in the Early Years Foundation Stage our focus is on the initial stages of the Restorative Approach. Staff working with these pupils focus on helping them to grasp the concepts of feelings and how they are caused. Modelling, small group work, peer support and visual resources such as photographs and Communicate in Print cards are all used to support the pupils' understanding and development of empathy.

This approach is also adapted for other pupils throughout the school. Pupils with low levels of emotional maturity or with Special Educational Needs can require support in recognising how their actions have affected others or how they feel about an incident. Where a child has significant SEN eg non-verbal autism, an alternative approach, which will be discussed and decided upon by the team around the child on an individual basis. Staff use their discretion and knowledge of the pupils involved to determine how best to implement this approach and who to involve.

Restrictive Physical Intervention

On rare occasions there are incidences where behaviours severely damage another or compromise the safety of our pupils and adults. In these cases the adults dealing with the issue may choose to implement consequences that could range from, loss of privileges to reporting to the Headteacher for a temporary internal/external exclusion and involving external agencies for behaviour monitoring and support.

However, in all situations pupils will be treated within the Restorative Framework so that when they are calm their views are heard and they have the opportunity to take responsibility and repair harm caused.

To fulfil our duty of care to prevent harm, Restrictive Physical Intervention may happen as a last resort, under Section 93 of the Education and Inspections Act 2006, in any of the following exceptional circumstances, where reasonable, and where all other options have been exhausted:

To prevent a pupil from doing, or continuing to:

- a. Commit any offence (or, for a pupil under the age of criminal responsibility (10 years), what would be an offence for an older pupil);
- b. Cause personal injury to, or damage to the property of, any person (including the pupil themselves); or
- c. Prejudice the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

Many staff on roll in January 2020 have attended Restrictive Physical Intervention training and are therefore equipped to deal appropriately with a situation where a child may present a danger to themselves, others or property.

Our policy for RPI is 'the minimum degree of intrusion required to resolve the situation, for the minimum amount of time'. RPI will always be carried out with the child's safety and dignity in mind. Any particular Special Educational Need and/or disability that a pupil might have will be properly taken into account under the Equalities Act 2010, before any member of staff exercises the power to use force.

Where there has been RPI, a record must be made in the Major Incident book / using the proforma provided by React during our Jan 2020 training (kept in the office) and parents must be informed as soon as practical after the incident.

For more information, please refer to 'Guidance on the use of restrictive physical intervention with children and young people' (September 2012), as issued by North Yorkshire County Council.

APPENDIX 1

Happy Break Times Expectations

1. Be respectful and responsible towards everyone, adults and children alike.



2. Run when and where it is safe to do so.



3. Take care of the playtime equipment and use it as it appropriately!



4. Make sure that you're dressed sensibly for the weather.



6. Make sure that the quiet area is a peaceful place.



7. Play in safe areas where you can be seen. Don't go into muddy or coned-off areas, behind sheds and walls, or inside without supervision.



9. Use your common sense. If you're not sure, ask an adult – they are there to help and keep you safe!



Play, dance and have fun!

APPENDIX 2

Break time Procedures for all Staff

Going out to play

- Children should walk up and down steps and slopes.

During Break time

- There are break time expectations, which focus on using common sense and good manners. Please note that the following is not allowed:

- Play fighting in any form
- Piggy backs and picking other children up
- Playing behind sheds/ the theatre wall/ trees and bushes
- Running on steps and slopes

Football can be played on the designated day, in a designated space. There will only ever be one football game outside. Football (and other such competitive games) are always closely supervised by a staff member.

Sometimes pupils will have a legitimate reason to go inside, such as to get a coat because they forgot. These occasions should be rare. If you give them permission, please ensure the child comes back out in good time.

At the end of break time

- All children must stop and go quiet on the first whistle/bell, which signifies the end of break time. They should then be instructed to clear up and proceed to their lines.
- On the second whistle/bell, children (if they haven't already- should walk sensibly to their lines. They are now subject to classroom expectations and must behave in the correct way for this.
- Teachers must ensure that they are out to receive their class in good time.
- Once they are lined up sensibly, children are led back to their class without running.

If classes do not comply with these expectations, the class teacher (or HLTA if covering) should have a restorative discussion with the class to discuss their actions, the impact it has on each other and the wider school community. As a class, a consequence/community fix it should be decided upon

Midday staff may keep a log book to aid swift sharing of any concerns with class teachers and or the Headteacher.

APPENDIX 3: RESTORATIVE AND STAR PROFORMA:

Restorative Conversation Record

Names: _____ **date** _____

<p>What happened?</p> 	
<p>What do you think and feel about that?</p> 	
<p>Who has been affected and how?</p> 	
<p>What are the needs of those involved?</p> 	
<p>What do you think needs to happen next/to make things right?</p> 	

STAR Approach

Understanding and managing behaviour problems in children and young people

(GOSH NHS Trust 2006)

Name:			
Settings: <i>Where? Lesson? People? Time: Date. Time.</i>	Triggers: <i>What happened just before incident? What seemed to start it?</i>	Actions: <i>What did the child do? Behaviour?</i>	Result: <i>What happened next? Staff action? How did incident end? Consequence?</i>

APPENDIX 4: Exclusions

This appendix is designed to briefly outline the school's approach to exclusions within the statutory framework as defined in 'School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012'.

Principles

1) Exclusion is a sanction used by the school only in cases deemed as serious breaches of the School Behaviour Policy. A student may be at risk of exclusion from school for:

- Verbal or physical assault of a student or adult;
- Persistent and repetitive disruption of lessons and other students' learning;
- Extreme misbehaviour which is deemed outside the remit of the normal range of sanctions.

From the start of Autumn 2020, schools can select up to 3 reasons for an exclusion. The 'Other' code has been removed. In response to COVID-19 there is also the reason code of 'wilful and repeated transgression of protective measures in place to protect public health'.

Exclusion reason

Wilful and repeated transgression of protective measures in place to protect public health

Possible examples

Deliberate breaching of protective measures such as (but not limited to): non-compliance with social distancing, causing distress such as through purposefully coughing very near to other pupils or adults, or any other deliberate breach of public health protective measures which the school has adopted.

2) A Fixed Term Exclusion from the school can only be authorised by the Head Teacher or Acting Head Teacher

3) A Permanent Exclusion this can only be authorised by the Head Teacher or Acting Head Teacher, and must only be done after consulting with the Chair of Governors about the intention to impose this sanction, although the final decision rests with the Head Teacher of the school.

4) The school seeks to reduce the number of incidents leading to exclusions by promoting a positive atmosphere of mutual respect and discipline within the school, as outlined in our Restorative Practice and Behaviour Policy.

5) Fixed Term Exclusions are rare, but in the event of exclusions taking place, the school will monitor the number of Fixed Term Exclusions to ensure that no group of students is unfairly disadvantaged through their use and that any underlying needs of individuals are being fully met.

Notification of an Exclusion

1) Parents will be notified as soon as possible of the decision to exclude a student and the reason for the exclusion. This will be done by the Head Teacher on the day of the exclusion, either by direct phone contact or a face-to-face meeting. A written confirmation of the reason(s) for the exclusion will be sent to parents the same day.

2) In the case of a Permanent Exclusion parents will be notified by the Head Teacher in a face-to-face meeting.

3) A student who has been excluded will have the reason for his/her exclusion explained to them by a member of staff so that they understand the nature of their misbehaviour.

4) The school will also work to put in place a programme for the pupil on his/her return. This will include input from staff at the school, parents, if appropriate, and any other appropriate bodies e.g. School Home Support Practitioner, Attendance Service or the Local Authority. Should it be decided for whatever reason that the matter needs to be put in the hands of another agency i.e. the incident leads to the discovery that there is a child protection issue, the school will continue to monitor the situation and work closely with that agency. It is hoped that in most cases following an exclusion, the child will be able to return to school and that further input will promote in him/her a more positive attitude and a subsequent improvement in behaviour.

The Chair of Governors, LA Inclusion Officer and relevant school staff will be notified of all Fixed Term Exclusions the same day of the production of the exclusion letter, which they will receive a copy of; it will clearly outline the reasons for the exclusion.

Students Returning from a Fixed Term Exclusion

1) All students returning from a Fixed Term Exclusion are required to attend a reintegration meeting, accompanied by a parent. This meeting will seek to establish practical ways in which further exclusion can be avoided and behaviour modified to acceptable standards in partnership between student, parent and school.

Permanent Exclusions

A school will usually only permanently exclude a child as a last resort, after trying to improve the child's behaviour through other means. However, there are exceptional circumstances in which

a headteacher may decide to permanently exclude a pupil because of ongoing issues or even for a 'one-off' incident.

If your child has been permanently excluded, be aware that:

- the school's governing body is required to review the headteacher's decision and you may meet with them to explain your views on the exclusion
- if the governing body confirms the exclusion, you can appeal to an independent appeal panel organised by the local authority
- the school must explain in a letter how to lodge an appeal
- the local authority must provide full-time education from the sixth day of a permanent exclusion

Appeals

All correspondence regarding an exclusion from the school will inform parents of their right to appeal to the Governing Body against the decision to exclude. This procedure is clearly set out in the statutory guidance. The person who should be contacted to initiate an appeal is the Clerk to the Governors.

Relationship to other school policies

The Exclusion Policy should be read in tandem with the school's Behaviour Policy as well as other relevant school policies, particularly the Inclusion Policy, Special Educational Needs Policy and the Equality & Diversity Policy. It also has a close inter-relationship with the Anti-Bullying Policy and Attendance Policy.

Monitoring and Review

- 1) The impact of this policy will be reviewed by the Full Governing Body
- 2) The Headteacher will provide the Governors with regular monitoring reports which will help it to evaluate the effectiveness of the policy and procedures.
- 3) The policy and procedures will be reviewed and amended in the light of such evaluation and in consultation with representatives of all key stakeholders.

