

# Excalibur Primary School

## Behaviour Policy



The Behaviour Policy in respect of Excalibur Primary School has been discussed and adopted by the Governing Body

*Chair of Governors*                      *Jo Bain*

*Headteacher:*                              *Juliet Jones*

*Ratified at the meeting of Full Governing Body on: 26<sup>th</sup> Sept 2022*

*To be reviewed Sept 2023*

## Our Vision

***Our vision is to nurture and develop resilient, life-long learners who are caring and responsible, enabling them to achieve their own individual excellence.***

We recognise that the values we promote within our school play an important part in the spiritual, moral and social development for the children at our school. At Excalibur Primary School, we share a key set of values that are agreed and promoted by the whole school community.

- *Respect*
- *Resilience*
- *Aspiration*
- *Unity*

Whilst our values are sometimes explicitly expressed, they are more often implicit in the ways we behave and in the way we expect others around us to behave. For this reason, it is important to provide clear guidelines for a consistent and coherent approach to behaviour and discipline within the school.

Article 3 of the United Nations Convention on the Rights of the Child states that: The best interests of the child must be a top priority in all decisions that affect children. We believe that children have the right to a voice; have the right to be safe and happy and the right to be valued as an individual. Our vision and our values underpin all of our policies and the education we deliver. This policy has been created to keep the children at Excalibur Primary School safe and enjoy school, igniting a love of learning that will last a lifetime.

## Purpose

The objectives of this policy are to:

- Clarify the school's expectations for behaviour to all members of the school community.
- To ensure that all staff understand that they have an important part to play in encouraging good behaviour and modelling our high expectations.
- Give a clear and consistent approach to promoting positive relationships and engage children to support their skills and understanding and engagement with school.
- Establish clear strategies for regulating conduct and promoting good behaviour, self- discipline and respect.
- To encourage a positive learning environment where effort, hard work and the right behaviour choices are recognised and rewarded.
- Focus on de-escalation and preventative strategies .
- Ensure all staff know how to manage difficult or dangerous behaviour, and to have an understanding of what challenging behaviour may be communicating.

## Aims

At Excalibur Primary School, it is expected that every member of the school community feels valued and respected, and that each person is treated fairly. We are a caring community, whose values are built on mutual trust and respect for all. The school's Behaviour Policy is

designed to support the way in which all members of the school can work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure. The Behaviour Policy is a means of promoting relationships where we understand each other, enabling everyone to work together with the common purpose of helping all children to achieve their best. This policy supports the school community in aiming to allow everyone to work together in an effective and mindful way. The school expects every member of the school community to behave in a considerate, cooperative and respectful way towards others. Children should be treated impartially and with the Behaviour Policy being applied in a consistent and attuned way. It aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school and the wider community. It is designed to recognise, encourage, and promote positive behaviour. In part, through the ongoing development of child emotion regulation.

### **Rationale**

At Excalibur Primary School, we recognise that behaviour is communicative and often reflects an emotion or feeling. Our Behaviour Policy is grounded in the belief that we are able to develop our ability to self-regulate our emotions and behaviour. Adult and child relationships are integral for this to occur. Through co-regulation of feelings, children learn to become more independent and develop self-regulation.

The staff at Excalibur develop empathetic relationships with children and ensure that school expectations are applied fairly and consistently. Staff model and expect high standards of behaviour in and around the school and expect the children to work to the best of their ability, showing that they care. School staff are social, emotional and learning models for the children and use emotional coaching to help children to co-regulate to achieve their best.

We aim to work with parents to achieve a shared approach and consistency between home and school to support their child's emotional and behaviour development.

### **Expected Behaviour (See Appendix A)**

All groups within the school community have thought carefully about the behaviour we should expect of children in different situations.

### **Roles and Responsibilities**

In order to achieve our aims and objectives, we recognise that different groups of people need to work together. These groups include children, teachers, non-teaching staff, parents and governors.

### **Staff Responsibility**

Developing supportive relationships with children is the responsibility of all members of staff. Staff will seek to understand the child's perspective of the situation and strive to understand the child's feelings whilst maintaining firm but fair limits on behaviour. Staff will help children to develop a range of strategies to manage expectations. It is the responsibility

of class teachers to develop empathic relationships with all children and ensure that school expectations are applied fairly in their classes. They expect their classes to behave in a responsible manner whenever the children are in their care. The class teachers have high expectations of the children with regard to behaviour, and strive to ensure that all children work to the best of their ability. The class teacher is a social, emotional, and learning role model for children. Additionally, they help children to co-regulate to achieve high expectations when necessary. Teachers treat all children in their classes with respect and understanding.

### **The Role of the Headteacher**

- To ensure the monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- To establish high expectations of children's conduct and behaviour, and implement measures to achieve this.
- To determine the school rules and any disciplinary sanctions for breaking the rules.
- To monitor the day-to-day implementation of this policy.
- To publicise this policy in writing to staff, parents and children at least once a year.
- To report to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.
- To monitor, review and evaluate records of all serious incidents of misbehaviour.
- To have responsibility for fixed term and permanent exclusions to individual children for serious acts of misbehaviour. These actions are only taken following consultation with the chair of governors.

### **The Role of the Class Teacher**

- At the beginning of the school year, each class will be reminded of the school expectations (code) and the reasons for the expectations considered. In addition, class expectations will be established and monitored throughout the year according to the bespoke needs of the class.

#### **Class Expectations**

- ✚ Class expectations are generated by the children. They are displayed in each classroom and should be revisited with the children at the beginning of each term and at other times when necessary.
  - ✚ Class teachers, support staff and children devise these at the beginning of the academic year. They are intended to be guidelines of behaviour expectations that both children and adults would like to see in their classroom. They should focus on the positive rather than the negative.
  - ✚ Expectations are prominently displayed in the classroom.
- To ensure the school code and class rules are understood and enforced in their class, and that their class behaves in a responsible manner during lesson time
- To have high expectations in terms of behaviour, model these behaviours at all times and strive to ensure that all children work to the best of their ability
- Know the children as individuals, recognising their characters, identifying their learning styles and taking this knowledge into account when planning lessons

- To use proximal praise to reinforce expectations
- To treat each child fairly and enforce the rules consistently. Treat all children with respect and understanding
- To be consistent and fair when giving rewards and relevant and proportionate when imposing sanctions
- To ensure all adults working with children with SEMH are informed of individual challenges and strategies
- To establish procedures for giving directions about tasks
- To plan and respond to individual needs to learn behaviour skills and self-regulation
- To allow children to express their views and feelings and seek to extend their understanding of relationships through the PHSE curriculum
- To not tolerate disruption and take proportionate action to restore acceptable standards of behaviour
- To liaise with external agencies, support teachers, midday staff, parents and the headteacher as necessary to support and guide the interests of the child
- To ensure that all adults working with children are aware of the expectations regarding behaviour and of the strategies used to teach and reinforce that expected behaviour
- To ensure appropriate transition meetings support children moving up the school, especially where there are children with individual behavioural needs. This should also involve the SENCO.

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

- To be aware of relevant and accepted expectations, reinforce them and model them at all times.
- To be consistent and fair when giving rewards and relevant and proportionate when giving sanctions
- To know the children as individuals, recognising their characters and taking this knowledge into account when working with them
- To be aware of procedures for giving directions about tasks and reinforcing them
- To teach children about behaviour skills and self-regulation
- To fulfil roles identified within SEMH plans for children
- To have high expectations of children
- Where appropriate, to facilitate opportunities for children to develop different kinds of relationships with one another by encouraging involvement in, for example, playground games and conversation
- To allow children to express their views and feelings and seek to extend their understanding of relationships through discussion
- To encourage respectful attitudes for others, the environment, property and equipment

#### **The Role of Midday Staff Members**

- To be friendly and approachable
- To be aware of relevant and accepted expectations, reinforce them, and model them at all times.
- To be consistent and fair when giving rewards or imposing agreed sanctions
- To know the children as individuals, recognising their characters and taking this knowledge into account when working with them
- To support children's development of behaviour skills and self-regulation

- To hold high expectations of behaviour
- To be vigilant and inform class teachers and/or the Headteacher about specific incidents or trends in behaviour
- To encourage respectful attitudes for others, the environment, property and equipment
- To support children with SEMH using agreed strategies

### **Children's Responsibility**

Our children are expected to show a caring attitude towards other people and a respect for their surroundings. We have high expectations of children's behaviour. We believe that every child can make the right choice about their own behaviour and can learn to take responsibility for their actions.

### **The Role of Child**

All children should:

- Discuss and apply the school code and class rules within their class
- Understand the consequences of breaking the school rules
- Vote for members of their class to represent them on School Council

### **The Role of Parents and Carers:**

- To work collaboratively with the school so that children receive consistent messages about how to behave at home and at school
- We explain the school rules at our introductory parents' meeting and expect the parents to support the school in implementing these
- If the school has to use reasonable sanctions, parents should support the actions of the school. If a parent has any concerns about the way their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher. If their concern remains, they should contact the Chair of Governors
- To inform the school of any medical or social circumstance that might affect the behaviour of their child
- To provide their child with the opportunity to discuss school so that any worries or concerns are recognised at an early stage
- To inform the school of any concerns about their own child's behaviour
- To keep in touch with their child's teacher both formally and informally so that their child's interests can be discussed whenever necessary
- To support and co-operate with the school in implementing the behaviour policy
- To respect the staff of the school and value their professional opinions
- To promote positive attitudes towards school

### **The Role of Governors**

- To support the Headteacher in carrying out these guidelines for behaviour
- To be involved in the development of the policy in accordance with the stated aims of the school
- To ensure that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- To promote a whole-school culture where calm, dignity and structure encompass every space and activity.

- To handle complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- To ensure this policy is published on the school website.
- To monitor and evaluate the effectiveness of that policy in bringing about its stated aims and objectives

### **Staff Induction, Development and Support**

All new staff will be inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all children to participate in creating the culture of the school. The ethos, vision, values and code of the school are outlined and all staff are expected to support the approach.

The SLT will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a child's behaviour, e.g. SEND and mental health needs.

The SLT and the headteacher will review staff training needs annually, and in response to any serious or persistent behaviour issues disrupting the running of the school.

### **Whole School Strategies**

In addition to our school values, we have an agreed code of conduct for our school community which sets out clearly expected behaviours and is displayed around the school:

### **The Excalibur Code**

*We are kind, polite and helpful to everyone in our school.*

*We look after our school and our equipment.*

*We don't hurt others.*

*We work hard and always try our best.*

*We are always honest and truthful.*

*We listen.*

## Supporting Children with Behaviour

### Emotion Coaching

At Excalibur Primary School, where possible, we use emotion coaching to support children to understand, regulate and reflect on their behaviour and feelings.

#### Step 1

- Recognising the child's feelings and empathising with them.

#### Step 2

- Label the feelings and validating them (validating = let the child know why they might be feeling like this and that this is okay)





#### Step 3

- Set limits on the behaviour (if needed)

#### Step 4

- Problem-solve with the child, supporting them to identify how to make the situation better and identifying what needs to happen as a result.

To help children learn to understand how a feeling relates to an emotion, children are encouraged to reflect on which Zone of Regulation they are in:

Zones of Regulation and Linked Emotions			
Not ready to learn	Able to learn	Loss of some control	Out of control
sad, sick, tired, hungry, lonely	happy, focused, proud, joy,	worried, disgusted, cross, frustration, embarrassed, jealous	fear, angry, distressed
			

In addition, our children are supported through the following means:

- Playleader scheme
- Friendship bench
- Worry boxes
- Peer councillors
- Use of external agencies

### Additional Positive Strategies and Recommendations

Children learn best in an atmosphere that is calm and positive. Praise and encouragement are widely used in managing children's behaviour in order to promote positive self-esteem. Children will learn that it is their behaviour that can be unacceptable not themselves as individuals. Positive interaction by all staff establishes and re-enforces desired behaviours



(e.g staff noticing when children make the right choice). These successful strategies help to build intrinsic child motivation and may include some of the following:

- Give direction, followed by praise - "You have collected all you need to start, well done."
- Consistent praise - specific and personal which may be targeted to an action or child, e.g "We have kept the books tidy this morning.", "Well done James, you shared the crayons."
- Scanning - children not working directly with an adult will realise you are aware of their behaviour.
- Circulating - recognise and acknowledge appropriate behaviour.

### **Whole School Rewards**

Positive awards are available for children throughout the day. These aim to promote confidence, competency, motivation, help children to develop growth mind-sets and promote prosocial behaviour. These include:

- a. Verbal praise and personal feedback on behaviour and engagement.
- b. House Points: Every child at Excalibur Primary School belongs to a house; Merlin (green), Arthur (yellow) and Camelot (red). House points are physically given using plastic tokens and are collected and displayed visually at the front of the school. At the end of each half term, the winning house will be announced, the trophy awarded and a non-uniform day allocated.
- c. Class dojos
- d. Sharing work with other teachers, the senior leaders and the Headteacher.
- e. Stars certificates. Every week, two children from each class are nominated to receive a Stars Certificate.
- f. Postcard home
- g. Stickers
- h. Each class may agree a reward system to support their individual class charter.

Excalibur Primary School acknowledges all the efforts and achievements of children both in and out of school.

### **Managing Behaviour**

Unfortunately, there are times when agreed rules are not complied with. It is important that children know that unacceptable, disruptive behaviour or a poor standard of application are not tolerated. We ensure that children understand that it is the behaviour that is disapproved of and not the child.

### **Sanctions: Classroom**

These steps outline an approach for within the classroom. Each of these steps should be low level and discreet with the intention of refocusing the child on the right choice that the adult is seeking.

1. **REMINDER:** An initial reminder of the school code - delivered discreetly. Repeat reminders if reasonable adjustments are made.
2. **CAUTION:** a clear verbal caution delivered privately is given to the child, making the child aware of their behaviour, giving a reminder of what is expected and clearly

outlining the consequences if they continue (child's name is recorded discreetly by the adult).

3. **LAST CHANCE:** Should the behaviour continue, speak to the child privately and give them a final opportunity to engage. Let the child know that they still have some control over the situation. Offer a positive choice (You can either... or) and refer to previous examples of good behaviour.
4. **TIME OUT:** Give the child a **short** amount of time away from the situation to calm down, breathe and look at the situation from a different perspective and compose themselves. This is only for a few minutes and could be within the classroom, supervised outside the classroom or in another classroom.
5. **NEXT STEP CONSEQUENCE:** On return of the child, a reminder of expectations should be given and consequences outlined if behaviours continue. Should the behaviour continue, the child will miss 15 minutes of their lunch break, (or last 15 minutes of the day if in KS2 in the afternoon) during which time, they will write a reflection log or talk through with a member of SLT.
6. Following the consequence, the next session becomes a fresh start for the child with a clear expectation that the unacceptable behaviour will not happen again.
7. It is the class teacher's responsibility to inform parents/carers if a child has gone through steps 1-5, resulting in 15 minute reflection time. If a child receives 3 x 15 minute sanctions in a week, this will result in a meeting being set up with their parents, class teacher and a member of the leadership team to discuss any additional support measures that are required (e.g. a positive praise plan).
8. Aggressive behaviour will lead immediately to step 5.
9. Repetitive disruption will not be tolerated and could result in an internal exclusion (to another classroom, isolation or Headteacher office).
10. All incidents of behaviour resulting in a 15 minute loss of breaktime/lunchtime will be recorded on our electronic monitoring system, CPOMS.
11. Each term, SLT will review all behaviour incidents.

***This may not be appropriate for some children with SEND or a SEMH plan and a separate programme will be in place***

### **Sanctions: Play and Lunch Times**

Excalibur's behaviour system is followed through at play times. 15 minute time out may be taken in a variety of places (lunch hall, a bench, HT office). A reflection log will be written by the child/recorded by adult.

As a means of monitoring playtime behaviour any behaviours will be noted in an incident book. These books are monitored by the Headteacher and a log of recorded incidents kept (Appendix A). Midday assistants will notify relevant class teachers of any child receiving a 15 minute time out. If a child has seriously breached Excalibur's Code, they will be sent in to discuss with by a member of SLT or Headteacher.

Repeated or serious incidents of unacceptable playtime behaviour will lead to a loss of outdoor play, the writing of a reflective log.

Parents will be informed if playtime behaviour repeatedly or seriously breaches the code of conduct.

### **De-escalation Strategies**

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This includes:

- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language.
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space and not blocking a child's escape route (where appropriate).
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the child and creating an outcome goal.
- Identifying any points of agreement to build a rapport.
- Offering the child a face-saving route out of confrontation, e.g. that if they stop the behaviour, then the consequences will be lessened.
- Rephrasing requests made up of negative words with positive phrases, e.g. "If you don't return to your seat, I won't help you with your work." becomes "If you return to your seat, I can then help you with your work."

### **Dealing with Serious Misconduct**

Serious misconduct includes stealing, hurting other children, swearing, blatant rudeness, deliberate disobedience or defiance, vandalism, behaviour which persistently impedes others from working, racism or bullying.

Where a child's behaviour is causing significant disruption or is deemed serious enough by a staff member, the following procedure is followed:

- The child is sent immediately to the headteacher or, in the headteacher's absence, the most senior member of staff.
- Incidents of serious misconduct will be recorded on CPOMS and investigated by a member of SLT or the headteacher. Consequences may include loss of play or privileges or withdrawal from class activities and will be dependent upon the nature of the misconduct.
- The class teacher or SLT member will inform the child's parents on the same day of the incident and invite them to discuss the incident.
- If property has been damaged, then school may ask parents to provide replacements.

Repeated incidents of unacceptable behaviour which contravene the school code will result in the following sanctions:

- The headteacher will consider whether the child should be suspended, in line with the school's Suspension and Exclusion Policy, and will determine the length of the suspension.
- Although unacceptable behaviour does not necessarily mean a child has SEND, an assessment will be carried out at this stage to determine whether there are any undiagnosed learning or communication difficulties, or mental health issues that may be contributing to the child's behaviour.
- Where a child is identified as having SEMH-related difficulties, SEND support will be put in place. This may mean that the school seeks the advice of external agencies such as the educational psychologist.
- A multi-agency assessment, such as an early help assessment, that goes beyond a child's education, will be considered where serious concerns about a child's behaviour exist.
- Where SEND is not identified, but the headteacher determines that support is still required for the child, a Positive Praise Plan will be put in place.

The school will ensure that all discipline is reasonable in all circumstances, and will consider the child's age, religious requirements, SEMH needs, any SEND, and any other contributing factors, e.g. bullying, safeguarding or home life issues.

### **Positive Praise Plan (Appendix B)**

Where an individual child needs persistent adult support to regulate their behaviour, they will be placed on a Positive Praise Plan. This plan will be put in place for a minimum of one week, dependent on the child. This means that the child will visit a member of the SLT to identify targets (no more than three) that they need to work on to help them self-regulate their behaviour. Then after each lesson and break time during the week (depending on the behaviour foci) they will reflect on their behaviour with a school adult. They will use a Positive Praise Plan to share their success and talk through their behaviours in the lessons and at break times. At times, a member of the SLT will visit the child in their lessons and break times to observe and praise their positive behaviour.

Stickers/stamps/comments are used on the plan to record positive behaviour. There will be no record of negative behaviour but the space on the card will be left blank or a motivational message of encouragement will be recorded to support the child.

If through discussion, it is identified that the child has continued to display negative behaviour in a lesson, then the 4 step approach will be used to identify the reasons why and agree a way forward for the next lesson/day. These meeting will, wherever possible, take place with the headteacher but may also involve other members of the SLT and class teachers.

Parents will be informed if their child is given a Positive Praise Plan by their class teacher or member of SLT and they will receive feedback via the child's Positive Praise Plan. Parents will be encouraged to meet with the class teacher and the child after 5 school days to share the child's success and discuss whether the plan needs to continue into the next week or whether the child has shown improvements in being able to regulate their behaviour. Patterns of behaviour will be looked at during this meeting and will form the basis of the

decision of whether there is a need for the Positive Praise Plan to continue. The SENCO may have involvement if the child has an identified SEN need and is on the school's SEN register.

All incidents leading to a Positive Praise Plan will be logged on CPOMS. Positive Praise Plans will be kept and logged by the Headteacher and monitored.

### **Additional Needs**

At Excalibur, we acknowledge that some children's behaviour may reflect a child's Special Needs, which may require additional provision beyond that outlined in this policy. The SEND policy should be read in conjunction with this policy for how additional needs are supported at the school. At Excalibur, we recognise that a child may have an additional behavioural need rather than an additional academic need. Additional behavioural needs may result in the child being on the Special Needs Register for the school. Children with an individual learning need including a Social, Emotional, Mental Health need that links to behaviour will have an Individual Behaviour Plan. In this case, discussions will take place between the child, the child's parent(s)/carer(s), the Class Teacher, SENCO and headteacher to devise the plan which will target specific behaviour over a stated period of time. It will reward success of behaviour and be measured in small steps. The plan must be implemented consistently with support from parent(s)/carer(s). A child with an Individual Behaviour Plan will be on the school's SEN register.

### **Involvement of Outside Agencies**

After full implementation of Positive Praise Plans, if none of the procedures outlined are effective and behaviour is still a major cause for concern then advice and support will be sought from the educational psychologist.

Full consultation with parent(s)/carer(s) will continue if this route is taken.

### **Risk Assessment**

At times, it may be necessary to conduct a risk assessment for a particular behaviour displayed by an individual child. We will always try to reduce risks by: managing the school environment; being aware of staff body language and the way staff talk and interact with the children and by personalising the curriculum and using additional learning opportunities for the child. Any risk assessment put in place for individual children will be shared with parents and be acknowledged on the child's Individual Behaviour Plan. All staff working with the child will be made aware of the control measures that have been put in place to minimise the risk.

### **Bullying (See also Peer on Peer Abuse Policy)**

Bullying is a continued action taken by one or more children of targeting another child with the deliberate intention of hurting that child, either physically or verbally or emotionally or online.

#### **Forms of bullying:**

- Physical – punching, pushing, kicking, hurting; demanding money or property; damaging property; forcing a person to do things against their will

- Verbal – malicious teasing; insults about race, religion or culture; offensive name calling or comments
- Indirect – spreading rumours or stories about a person; being left out, ignored or excluded from groups
- Electronic/cyber bullying – via text; via social media sites; via email; via images/videos posted on the internet or spread by mobile phone.

Our school does not tolerate bullying of any kind. If an act of bullying or intimidation is identified, we act immediately to stop any further occurrence of such behaviour. Whilst we accept it is difficult to eradicate bullying, we do everything in our power to ensure that all children are able to attend school free from fear.

We believe that bullying is wrong and damages individual children. Staff, therefore, do all they can to prevent it, by developing a school ethos where bullying is regarded as unacceptable.

Children are made aware of different forms of bullying including cyber-bullying. This is specifically referenced in our online safety policy and our Peer on Peer Abuse Policy. Staff ensure that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. Staff emphasise to the children that there is a difference between bullying and simply falling out/friendship issues. This is done through class discussion, circle time and group social support from our Headteacher or SENDco. In these sessions, children are encouraged to share their feelings and are reminded how they should deal with incidents of bullying by telling an adult, and acting positively should it either happen to them or they see it happening to others.

Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher in the first instance. These concerns will be investigated immediately by the school. Everyone believes working with the bullied and the bully is essential for moving forward positively.

In the event of a bullying incident, the parents of all children involved have communication with the headteacher and other key staff and a plan of action is decided. A questionnaire of the school's response will be given to the parents of victims of bullying to enable the school to evaluate the effectiveness of the school response. Bullying can lead to exclusion due to the nature of the behaviour and the impact on the victim. Exclusion is not always an outcome for bullying.

### **Exclusions**

At Excalibur, it is rare that the school support we have in place does not have a positive impact on a child's behaviour development and regulation. However, the school will exclude children for persistent abusive or violent behaviour or repeated and escalating disruptive behaviour that impacts others. Headteachers can exclude children for up to 45 days in any school year in circumstances resulting in:

- Serious, actual or threatened violence against another child or member of staff
- Sexual abuse
- Presenting a significant risk to the health and safety of another child by selling illegal drugs
- Persistent and malicious disruptive behaviour, including an open defiance or refusal to conform with agreed school policies on for example behaviour or dress code.

*Persistent and malicious disruptive behaviour would include abusive and offensive language.*

Where a decision to exclude a child has taken place, the parents of the child will be notified immediately. If a child has a social worker, or if the child is looked-after, the social worker or virtual school head will be notified.

### **Physical Restraint/Reasonable Force**

Staff at Excalibur are trained to look after the children in their care. We have a duty to intervene to prevent children from hurting themselves or others. There may also be situations in which a child seriously disrupts good order in the school or causes damage to property. If a member of staff ever needs to intervene physically, they will follow the school's Positive Handling procedures within the Policy for the Use of Force to Control or Restrain Pupils and parent(s)/carer(s) informed as soon as practicable.

There are occasions when staff will have cause to have physical contact with a child for a variety of reasons, for example:

1. To comfort a child in distress (so long as this is appropriate to their age);
2. To gently direct a child;
3. For curricular reasons (for example in PE, Drama etc);
4. Remove a disruptive child from the classroom where they have refused to follow an instruction to do so;
5. Prevent a child behaving in a way that disrupts a school event or a school trip or visit;
6. Prevent a child leaving the classroom or school site where allowing the child to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
7. Prevent a child from attacking a member of staff or another child, or to stop a fight in the playground;
8. Restrain a child at risk of harming themselves through physical outbursts.

Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. The situations in which physical restraint may be appropriate are detailed in the Policy for the Use of Force to Control or Restrain Pupils.

Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used. After an instance of physical intervention, the child will be immediately taken to the headteacher and the child's parent will be contacted – parents may be asked to collect the child and take them home for the rest of the day.

Any violent or threatening behaviour will not be tolerated by the school and may result in a fixed-term exclusion in the first instance. It is at the discretion of the headteacher as to what behaviour constitutes for an exclusion, in line with the Exclusion Policy.

When using reasonable force in response to risks presented by incidents involving children with SEN or medical conditions, staff will recognise and consider the vulnerability of these groups.

## **Removal From the Classroom**

The school may decide to remove a child from the classroom for a limited period, at the instruction of a member of staff.

The child will be moved to a room that is:

- In an appropriate area of the school
- Stocked with appropriate resources
- Suitable to learn and refocus
- Supervised by trained members of staff

The school will only remove a child from the classroom where absolutely necessary and for the following reasons:

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

The school will ensure that the child's health and safety is not compromised during their time away from the classroom, and that any additional requirements, such as SEN needs, are met.

The amount of time that a child spends removed from the classroom will be up to the school to decide. This could be for more than one school day. The school will ensure that the child is not removed from the classroom any longer than necessary.

The staff member in charge and supervising the child will decide what the child may and may not do during their time spent removed from the classroom. The headteacher will request that the child's class teachers set them appropriate work to complete.

The headteacher will establish a clear process for the reintegration of a child who has been removed from the classroom when it is deemed appropriate and safe for them to return. Consideration will be given to what support is needed to help the child return and meet the expected standards of behaviour. Reintegration meetings will be held between the school, child and their parents, and other agencies if relevant, where necessary.

If hand holding is being used by an adult as a method of control to move children, this can become a restraint. We encourage the use of the 'offering an arm'. This is done by the adult holding their arm out, and the child is encouraged to wrap their hand around the adult's lower arm. The adult's other hand can then be placed over the child's for a little extra security if it is required.

### **Reasonable Force Cannot Be Used:**

- as a punishment – it is always unlawful to use force as a punishment. Any occasions when reasonable force is used will be recorded.



The school will speak to parents about serious incidents involving the use of force and keep a detailed record of such serious incidents.

### **Childrens' Conduct Outside the School Gates – Teachers' powers**

Teachers have the power to discipline children for misbehaviour outside of the school premises "to such an extent as is reasonable". The school will respond to non-criminal bad behaviour and bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school. Subject to the behaviour policy, teachers may discipline children for misbehaviour when the child is:

- taking part in any school-organised or school-related activity or travelling to or from school or wearing school uniform or in some other way identifiable as a child at the school.
- or misbehaviour at any time, whether or not the conditions above apply, that could have repercussions for the orderly running of the school or poses a threat to another child or member of the public or could adversely affect the reputation of the school.

In all cases of misbehaviour, the teacher will only discipline the child on school premises or elsewhere when the child is under the lawful control of the staff member.

### **Prohibited Items, Searching Children and Confiscation**

Headteachers and staff have the right to confiscate any item from a child which is deemed inappropriate to be in school.

The headteacher and teaching staff have the right to search a child or their possessions, without consent, where they have reasonable grounds for suspecting that the child may have a prohibited item. Should a child need to be searched, two members of staff will be present.

Prohibited list items include:

- Knives and weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco and cigarette papers.
- Fireworks.
- Pornographic images.
- Any article that the member of staff reasonably suspects has been, or is likely to be, used:
  - To commit an offence
  - To cause personal injury to any person, including the child themselves
  - To damage the property of any person, including the child themselves

**Monitoring the Implementation of the Behaviour Policy**

The Headteacher, with the senior leadership team, will continuously focus (day in, day out) on behaviour management throughout the school. Every adult is able to report behaviour using our online monitoring system, CPOMS. Consultation will take place between all staff to regularly monitor and evaluate behaviour management strategies. The senior leadership team will monitor behaviour within school to identify any emerging patterns of behaviour. Behaviour log analysis will be evaluated by the governing body on a termly basis.

**This policy will be reviewed Sept 2023**

Appendix A – Expected Behaviour

Appendix B Behaviour Incident Report

Appendix C Positive Praise Plan