TENAX SCHOOLS TRUST

Excellence together; transformative education for every child.

Bishop Chavasse CE Primary School

PRIMARY BEHAVIOUR POLICY

Approval Arrangements

All policies in the Trust are ultimately the responsibility of the Trust Board. To enable it to discharge this responsibility appropriately and in collaboration with the constituent schools, the Trust Board will

1. set a full Trust wide policy which applies in the same way to all schools,
2. require individual schools to 1 - adopt, 2 - amend or 3 - adapt policies set by the Trust

This is a level 3 policy against the Scheme of Delegation and supersedes any previous version.

Approval Body:	**Board of Trustees**
Amended/adapted by:	**Headteacher**
Date Approved:	**15/07/2026**
Author:	
Next review:	**2027**
Review period:	**1 year**
Version:	**.0**

Policy Approval

All TST policies are Board approved.

Some policies are uniform in their application, regardless of school context. For example, those relating to finance and people matters. These are adopted policies.

Some policies are for school level amendments. For example, where key school staff need to be named within policies. Heads are responsible for amended policies.

We have a few Board approved policies that are for schools to adapt. The policies set the framework, but schools need to adapt them for their context. Heads are responsible for adapted policies.

Trust Vision

Our policies support us in living our values and delivering our vision. Our Vision and Values - Tenax Schools Trust

Policy Aim

It is the aim of Bishop Chavasse CE Primary School that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community; our values are built on mutual trust and respect for all. The school behaviour policy therefore aims to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

Legislation and Guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- Behaviour in schools: advice for headteachers and school staff 2024
- The Equality Act 2010
- Keeping Children Safe in Education
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice

This policy should be read in conjunction with our other school policies including our SEND policy and SEND Information Report, Safeguarding and Child Protection policy, Early Years Policy and Supporting Pupils/students with Medical Conditions Policy.

The school will review this policy annually with a view to ensure any new legislation or guidance will be incorporated.

It is the aim of Bishop Chavasse Primary School that every member of the school community feels valued and respected, and that each person is treated equitably and well. We are a caring, Christian community; our values are built on mutual trust, good relationships and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. an environment where everyone feels happy, safe and secure, living out our school vision.

School vision

"The rain came down, the streams rose, and the winds blew and beat against that house; yet it did not fall, because it had its foundation on the rock." (Matthew 7:25)

Bishop Chavasse Church of England School Policies are all underpinned by our school parable 'The Wise and the Foolish Builder.'

Jesus is at the heart of Christianity. As a church school we believe that, like the wise man, those who are guided by the word of God in the Bible and trust in him will become wise, compassionate and honest; be empowered to weather all storms, help one another flourish and make a difference in the world.

Bishop Chavasse School knows and values every wonderfully and uniquely created child and adult. Supported by faith, we establish firm foundations for our children to become resilient, curious, confident, community minded courageous advocates who flourish and thrive. We build on and support the development of the whole person in a safe, happy Christian environment. We inspire everyone to *fulfil their potential through our high expectations and a broad, creative and inspirational curriculum; rich in opportunity to develop culture capital***, have fun and partake in adventures. Everyone will develop an everlasting love of learning. Our dedicated, passionate staff, supported by parents, Governors and the Tenax Schools Trust are committed to nurturing our community to** *achieve excellence together in an environment where everyone is wise, trustworthy and compassionate***. Pupils will make everlasting friendships and exciting life-long memories.**

At Bishop Chavasse CE Primary School, behaviour is seen as a form of communication and it is the responsibility of all adults and children/young people to seek to understand what the behaviour is communicating. All members of the school community are expected to view behaviour in this way and are expected to respect each other (adults to children/young people; children/young people to adults; adults to adults; children/young people to children/young people). Respectful behaviour applies equally to online/virtual situations, as it does in the classroom.

Behaviour can have a positive effect (prosocial), which results in children/young people and adults feeling safe, secure and able to learn. Some behaviour can have a negative effect (anti-social) on the individual and/or on those around them. These behaviours result in children/young people and adults feeling unsafe, unhappy and normal day-to-day activities and learning can be disrupted.

We endeavour to treat all children/young people fairly and apply this behaviour policy in a consistent way. It is the responsibility of all members of the school community to encourage and praise good behaviour, and to identify inappropriate *choices* of behaviour in and around the school. Behaviour is viewed as a choice of the individual and some children/young people require more support than others in making better or the best choices for their behaviour.

'RESPECT' supports the promotion of good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in enabling everyone to work together in an effective and considerate way and is designed to promote intrinsically positive behaviour choices. In addition, effective behaviour management is essential to the smooth running of our school and in the

creation of an environment where everyone's rights are respected and their responsibilities are understood. This policy indicates the philosophy and the structures which will support that process in our school.

Aims

This policy aims to support our children/young people to grow in a safe and secure environment, and to become intrinsically positive, responsible and increasingly independent members of the school community. We also use extrinsic reward for good behaviour, as we believe that this enhances our ethos of kindness and co-operation and is a visual encouragement for all children/young people.

- To help children/young people understand that behaviour is viewed as a choice by the individual, supporting children/young people to make the best choices to encourage positive behaviour.
- To treat all children/young people fairly with effective, consistent use of the behaviour management system, whilst taking into consideration each child's/young person's specific needs.
- To develop children's/young people's self-confidence through a clear system of positive praise and rewards.
- To encourage good choices through realistic consequences, enabling children/young people to reflect and restore expected behaviour.
- To give parents/carers a clear understanding of what is expected from our children/young people and how they can support their child/young person and the school.

Objectives

- To enhance the development of positive relationships between children/young person, parents/carers, staff and the wider school community, to ensure no child /young person is left behind.
- To ensure all individuals are valued and respected.
- To communicate the school's expectations clearly to children/young people, parents/carers, staff and the wider school community, to ensure all flourish and achieve fullness.
- To develop good personal, social, moral and (in Church schools) Christian attitudes.
- To develop children's/young people's independence, self-esteem and respect for others, so they are able to take responsibility for their own actions.
- To enable children/young people to learn in a safe and secure environment, free from anxiety.

School Behaviour Expectations or Rules

Our behaviour policy is threaded with the 'Therapeutic Thinking' approach to promoting prosocial behaviours we want to instil in our children: *negative experiences create negative feelings, negative feelings create negative behaviour, positive experiences create positive feelings, positive feelings create positive behaviour*. We put strategies in place to develop and nurture prosocial behaviours and help children recognise that antisocial behaviours are not desirable within the school community. We also use some extrinsic reward structures for good behaviour. We believe this acknowledges the 'Fruits of the Spirit' Paul writes about in the book of Galatians: love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control and is visual encouragement for all children.

Rewards and Consequences for behaviours

Class-based logical consequences

- Behaviour Ladder- used in the classroom and on the playground to support children in their prosocial behaviours and focus for learning. We aim for children to intrinsically want to be respectful, focused and positively engaged 'green' all day.
- Gold book learning - children are nominated by their class teacher for the 'Gold book' which celebrates exceptional individual progress. 'Gold Book' learning is shared 1:1 with the Headteacher or Deputy Headteacher.

In addition, teachers will have their own rewards for specific areas of the curriculum, for example: spelling, times tables and reading progress.

Whole school logical consequences

Positive prosocial behaviour and relationships are always expected, encouraged and verbally praised at Bishop Chavasse School but exemplary behaviour, learning and progress is additionally acknowledged in a variety of ways through positive consequences.

- House points awarded in the classroom and around the school by all members of staff for great learning: recognising written, illustrative or verbal learning achievements and contributions
- Chavasse Shields awarded by any member of staff to children demonstrating our school values: wisdom, compassion, honesty or the 'Fruits of the Spirit: Love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control
- Headteacher Heroes awarded to those children who are demonstrating behaviours that week aligned with our monthly themes: September – Growth-mindset, October – curiosity, November - wisdom, December – hope, January – creativity, February – compassion, March – forgiveness, April – respect, May – honesty, June – resilience, July and August - courage.

Celebration of achievements

Each week we have whole school celebration worship to exult collective and individual achievements and progress:

- House points are totalled each week, by the House Captains. St. Andrew, St. David, St. Patrick and St. George are recognised for the House Points that have been earned. A trophy is presented to the winning House each week. The winning House each term earns additional playtime at the end of term or an own clothes day.
- Gold book learning children who have been selected for the 'gold book' are celebrated with an example of their learning demonstrated in worship.
- Chavasse Shields are entered into a weekly whole school raffle in celebration worship. The child whose Chavasse Shield is drawn is awarded with a book token and the child is invited to share why they were awarded the Shield with the rest of the school.
- Headteacher Heroes certificates are awarded to those children who are demonstrating behaviours that week aligned with our monthly themes: September – Growth-mindset, October – curiosity, November - wisdom, December – hope, January – creativity, February – compassion, March – forgiveness, April – respect, May – honesty, June – resilience, July and August - courage.
- Successes outside of school: we recognise these in phase worship and encourage the children to bring in their news, certificates, badges, medals and trophies.
- Birthday Band: we joyously celebrate birthdays, not forgetting those in the school holidays.

1. Antisocial behaviours and logical consequences

At Bishop Chavasse, we recognise that, for a variety of reasons, some children require more support with understanding the need for prosocial behaviours, so all staff are equipped with a toolbox of strategies to prevent antisocial behaviours escalating and affecting others. For every child, a range of de-escalation strategies are used by all staff, to allow the child time to reflect and restore expected behaviour, often avoiding the need to issue logical consequences. Such strategies include, but are not limited to:

- Verbal and non-spoken (e.g. hand, eye movements) warnings
- Classroom behaviour ladder; verbal warning, yellow card second warning, third warning-reflection time in another classroom. (each classroom may implement its own design of this system).
- Playground behaviour ladder; verbal warning, yellow card second warning, third warning-reflection time with an adult on the playground.
- Zones of Regulation – acknowledgement of emotions
- Giving appropriate guided choices for the child to "save face"
- Safe spaces
- Trusted adults
- Tactical ignoring and distraction techniques; introducing curiosity and change of conversation direction
- Decision by staff to change adult present (change of face)

Antisocial behaviour choices are defined at Bishop Chavasse School as being behaviour that has a negative impact on those witnessing or involved with the behaviour and can be further defined as the following:

- Disruption to learning
- Unkindness to others
- Damage to property
- Rudeness to others
- Aggressive behaviour with potential danger to self
- Aggressive behaviour with potential danger to others

Logical consequences

Consequences for antisocial behaviour are given in proportion and relevance to the behaviour that has occurred. Our Therapeutic Thinking approach ensures we are able to directly link the antisocial behaviour to a logical consequence. This includes 'putting things right' through restorative justice to repair any relationships. The logical consequence is, where possible, immediate and directly linked to the antisocial behaviour choice. The tables on p.7 and 8 is used as a guide.

Sometimes children require more support to learn the value of prosocial behaviours and may display more persistent antisocial behaviours. Occasionally, children require firm encouragement to make positive choices and this may require adopting a zero-tolerance approach where children are given an internal exclusion without moving through our recognised de-escalation techniques, or positive handling by trained staff. This is always in line with the government guidelines of Keeping Children Safe in Education (**KCSIE**) and Use of Reasonable Force in Schools (**URFIS**). In these cases, parents will be consulted and it could result in a personalised behaviour contract with specific targets and logical consequences provided for the individual in school and at home; our aim is always to work with parents for the best outcome for the child.

Below is a list of example behaviours and the logical consequence. <u>This is for guidance purposes only</u>. Each behaviour incident is responded to on an individual basis and takes into account the child's needs.

Behaviour Choices during structured sessions			
Behaviour Choices	**De-escalation and action by class teacher/TA**	**Further action, in school as necessary**	**Further action**
Child refuses to engage with/complete learning	Sit one-to-one with child and encourage learning. Support as necessary e.g. scribe, small steps, timer (High Quality Teaching - HQT)	Child to stay in with the teacher/TA during assembly/play/other class activity to complete learning	If learning is still not completed satisfactorily, learning may sent home for completion.
Child chooses to intentionally hurt another child or member of staff	'Cloud' or 'Red Card' instantly given. Consequences as in section 4. Serious incident form to be completed	Supervised learning to take place in an alternative class/learning space to ensure all children feel safe. Restorative Justice session to take place Verbal or written apology to be completed at play/at home	Copy of serious incident form to parents and in SIF file in office. Teacher to reference on CPOMS Parents may be called in and this behaviour could lead to a fixed-term exclusion. Teacher to speak to parents of injured child
Child chooses to deliberately damage property	'Cloud' or 'Red Card' instantly given. Consequences as in section 4. Serious incident form to be completed	Supervised learning to take place in an alternative class/learning space to ensure all children feel safe. Restorative Justice session to take place Verbal or written apology to be completed at play/at home	Copy of serious incident form to parents and in SIF file in office. Teacher to reference on CPOMS Parents may be called in and this behaviour could lead to a fixed-term exclusion. Teacher to speak to parents of injured child Parents may be asked to contribute to cost of repairs/replacement.
Child chooses to leave the room without permission or does not return to their specified learning space.	Use logical consequences as in section 4 Use de-escalation techniques (HQT) Support child back into class Serious incident form to be completed	Positive Handling techniques may be used to assist child to a safe area Alternative learning space is offered to calm down and reflect If antisocial behaviour choices escalate, follow examples above	Parents may be called to come in and assist with the child. This behaviour could lead to a fixed-term exclusion. Apology letter to be written at play/at home Missed learning may be completed at home

Behaviour Choices at Playtimes			
Behaviour Choices	De-escalation and action by staff member on duty	Further action, in school as necessary	Further action
Child is annoying another child during playtime	Encourage children to use Power of 5 Adults model good play	Encourage good, independent play, using play leaders to support Verbal warnings to be given	Adults to monitor the play and use Restorative Justice to build relationships Behaviours may be entered on CPOMS if a repetition is seen or patterns are emerging
Child's behaviour is overly boisterous or aggressive on the playground	Intervene and closely follow the section 4 Logical Consequences	If a 'Cloud' or 'Red Card' is given, child should have instant supervised time off the playground, at the adult's side	Staff on duty to advise teacher so they can make a note and follow procedures. Behaviours may be entered on CPOMS if a repetition is seen or patterns are emerging
Child chooses to deliberately damage property on playground	'Cloud' or 'Red Card' instantly given. Consequences as in section 4. Serious incident form to be completed	Remove the child responsible from the playground to SLT office and advise child's teacher.	Copy of serious incident form to parents and in SIF file in office. Teacher to reference on CPOMS Parents may be called in and this behaviour could lead to a fixed-term exclusion. Parents will be asked to contribute to cost of repairs/replacement.
Child intentionally hurts another child or member of staff, on the playground	'Cloud' or 'Red Card' instantly given. Consequences as in section 4. Serious incident form to be completed Ensure the injured child is safe and provided for	Remove the child responsible from the playground to SLT office and advise child's teacher.	Copy of serious incident form to parents and in SIF file in office. Teacher to reference on CPOMS Parents may be called in and this behaviour could lead to a fixed-term exclusion. Teacher to speak to parents of injured child
Child refuses to play in specified area or refuses to come in following playtime.	Use logical consequences as in section 4 Use de-escalation techniques Support child back into correct space Complete a serious incident form	Positive Handling techniques may be used to assist child to a safe area. Alternative space is offered to calm down and reflect If poor behaviour choices escalate, follow examples above.	Parents may be called to come in and assist with the child Incident recorded on CPOMS This behaviour could lead to a fixed-term exclusion. Apology letter to be written at play/at home Some time-out from next playtime may be given to catch up learning

Addressing potential bullying behaviour

At Bishop Chavasse CE Primary School, bullying is defined as a persistent behaviour that has a seriously negative effect on an individual. It is important to promote the wellbeing and safeguarding of all pupils/students. The school does not tolerate bullying of any kind. If we discover that an act of intimidation has taken place, we act immediately to stop any further occurrences of such behaviour, therefore preventing bullying. We understand that parents/carers have an important role to play in supporting the identification of bullying and we encourage them to speak to their child's/young person's teacher as early as possible so that negative behaviours can be stopped.

A range of school strategies are implemented to provide opportunities for pupils/students to share their thoughts and feelings and to promote positive behaviour in both the real and virtual world:

- RHSE curriculum
- Internet and online safety events
- Circle time sessions
- Theme weeks/days
- Computing curriculum
- Collective worships and church services
- Zones of Regulation
- Reflection
- Anti-bullying ambassadors
- All adults are trained to support children in dealing with their emotions

Role of All Staff

All staff will ensure children/young people know and understand that negative behaviour will not be welcomed in any area of the school. Adults are role models, both within and outside of school. Staff and children/young people will use body language to show the behaviour is inappropriate by: ignoring the behaviour, requesting that other children/young people do not interact with an individual displaying negative behaviours and removing items away from a child's/young person's reach if risk of harm is present. Staff will not intimidate or threaten a child/young person by shouting directly at a child/young person or standing over a child/young person in a threatening way or by making derogatory or degrading comments. Staff do not take any physical action towards pupils/students, unless following the guidance in the safeguarding policy around use of 'reasonable force' in limited circumstances (e.g. hurting themselves or others,). Physical force is not used as a form of punishment, under any circumstance. All reasonable attempts must be made to limit the use of restrictive intervention, reasonable force or seclusion through staff deploying de-escalation strategies.

In line with statutory guidance any use of reasonable force, restrictive intervention or seclusion must be recorded by the school and reported to parents/carers in writing

All staff members must listen carefully to concerns raised by parents/carers, children/young people and of staff regarding negative behaviours and must take action as soon as practicably possible, recording concerns and actions in the way designated by the school.

The Role of the Headteacher

- It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to the local committee or trust, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children/young people in the school.

- The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.
- The Headteacher must ensure that parents/carers receive reports of serious incidents (seclusion/use of reasonable force/restrictive intervention) in a timely manner.
- The Headteacher and Senior Leaders have oversight of all reported serious incidents and are expected to review regularly management information about behaviour incidents and actions recorded by staff on the school system.
- The Headteacher has the responsibility for the use of suspensions and exclusions for individual children/young people for serious acts of misbehaviour, in accordance with the school behaviour policy and Kent County Council Guidelines.
- The Headteacher is responsible for reporting on suspensions and exclusions to the local committee and LA and to ensure that the school policy is administered fairly and consistently.
- The Head teacher is responsible for contacting the Director of Education before the decision to permanently exclude is made.

The Role of Parents/Carers

- **Parents/Carers are asked to read this policy and sign in agreement of the standards of behaviour.** This forms part of the Home-School Agreement, which is required when all children/young people start at our school.
- Our school works collaboratively with parents/carers, so children/young people receive consistent messages about expected behaviour at home and at school.
- We expect you to support your child's/young person's learning, and to co-operate with the school, as set out in the home–school agreement. We believe it is fundamental to build a supportive communication between the home and the school, and we inform parents/carers as per our policy, or individual-needs agreement, if we have concerns about their child's/young person's welfare or behaviour.
- If the school has to use reasonable consequences with a child/young person, we expect parents/carers to support the actions of the school. If parents/carers have any concern about the way that their child/young person has been treated, they should **initially contact the class teacher**. If the concern remains, they should contact the **Phase Leader**. The Headteacher will hear any concerns that can't be resolved through these channels. Staff will endeavour to reply to emails within 48 hours during term time and the working week. In the unlikely event that you feel your concern has not been resolved through these channels, then you should follow the school's complaints procedure.

- **Parents/carers are encouraged to speak to their child's/young person's teacher**, as soon as they have any concerns relating to their own child's/young person's behaviour or wellbeing.

No members of staff should be victims of intimidating or abusive behaviour from other adults – in school, on school premises or via social media.

The Role of the Trust and Local Committee

- The Trust is responsible for ensuring that the school has a Behaviour Policy, that it is reviewed regularly and published for parents/carers to read. This can be found on the school website.
- The local committee should be provided with updates via regular meetings about the implementation of the schools behaviour policy and given regular information about suspensions and exclusions.
- The Headteacher has the day-to-day responsibility for the implementation of the school behaviour policy. The Tenax Trust may give advice to the Headteacher about particular issues, which the Headteacher should take into account when making decisions about matters of behaviour.

Offsite Direction

In accordance with the provisions of Education and Skills Act 2008 the headteacher may direct a pupil/student to receive educational provision off-site in order to improve their behaviour, where the school's own strategies for this improvement have not resolved an acute and/or persistent pattern of poor behaviour.

Off-site direction is a **temporary** move (i.e. a time-limited placement).

During the period of off-site direction:

- The pupil/student might be in alternative provision (AP), or in another mainstream setting, or have a mixed provision
- The pupil/student must be dual registered (using code D)
- The school must keep the placement under regular review

For offsite directions school will:

• notify the director of education of the decision to direct offsite

• provide written notice of this off-site direction at least 2 days prior to the date when this educational provision is due to start

• hold a review meeting within 30 days(likely to be before) of the pupil/student being directed off-site and at least every term thereafter

• invite a representative of the local authority to the review meeting where the pupil/student concerned has an EHC plan.

Suspension and Permanent Exclusion

In accordance with DfE guidance, Bishop Chavasse CE Primary School views suspensions and permanent exclusions as a last resort.

Our school community is committed to securing a range of proactive and preventative strategies which enable all children/young people to develop holistically, and in line with our distinctive ethos in order that all may flourish and integrate fully into wider society.

We recognise that we are all susceptible to error, but through a structured and compassionate approach and parental support; all children/young people, with appropriate guidance, can be encouraged to make good choices, through realistic consequences – enabling children/young people to reflect and restore expected behaviour.

Only the Headteacher (or designated senior leader in the absence of the Headteacher) has the power to suspend or permanently exclude a pupil/student from school, in accordance with DfE/Kent County Council Guidelines. "Only the headteacher of a school can suspend or permanently exclude a pupil/student on disciplinary grounds. A pupil/student may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently excluded."

The Headteacher will inform the LA, the Director of Education and the Local Committee about any permanent exclusion, and about any suspension without delay. The Headteacher will write to the parents/carers within 24 hours explaining the reason for suspension or permanent exclusion and makes it clear to the parents/carers that they can, if they wish, appeal against the decision of a permanent exclusion, to the Local Committee. The school informs the parents/carers how to make any such appeal. If the permanent exclusion involves a pupil/student with a social worker, or if the pupil/student is looked after, then the social worker and/or Virtual School Head will also be informed in writing.

The Local Committee itself cannot either exclude a pupil/student or extend the exclusion period made by the Headteacher. The Local Committee has an appeal panel which is made up of between three and five members. This committee considers any permanent exclusion appeals on behalf of the Local Committee .

When an appeals panel meets to consider any permanent exclusion, they consider the circumstances in which the pupil/student was excluded, consider any representation by parents/carers and the LA, and consider whether the pupil/student should be reinstated. If the local committee members' appeals panel decides that a pupil/student should be reinstated, the Headteacher must comply with this ruling.

For our schools in Kent the relevant link is https://www.kelsi.org.uk/pru-inclusion-and-attendance-service-pias/exclusion-and-reintegration/guidance-on-exclusion and the Digital Front Door, through which Headteachers make notification of an exclusion is here https://www.kelsi.org.uk/pru-inclusion-and-attendance-service-pias/access-to-the-service

Duties under the Equality Act 2010 and Children and Families Act 2014

Headteachers and Governing Bodies should ensure they are compliant with the duties of the Equality Act 2010 and Children and Families Act 2014.

Schools must not discriminate against, harass, or victimise pupils/students because of their sex; race; disability; religion or belief; sexual orientation; pregnancy/maternity; or gender reassignment. For disabled children/young people, this includes a duty to make reasonable adjustments to any provision, criterion or practice which puts them at a substantial disadvantage, and the provision of auxiliary aids and services In carrying out their functions, the public sector equality duty means schools must also have due regard to the need to:

- eliminate discrimination, harassment, victimisation, and other conduct that is prohibited by the Equality Act;
- advance equality of opportunity between people who share a relevant protected characteristic and people who do not; and
- foster good relations between people who share a relevant protected characteristic and people who do not share it.

The 'relevant protected characteristics' in this context are the characteristics mentioned above. Age is also a relevant protected characteristic, but not when carrying out a function which provides education, benefits, facilities, or services to pupils/students.

These duties need to be complied with when deciding whether to exclude a pupil/student. Schools must also ensure that any provision, criterion, or practice does not discriminate against pupils/students by unfairly increasing their risk of exclusion. For example, if reasonable adjustments have not been made for a pupil/student with a disability that can manifest itself in breaches of school rules if needs are not met, a decision to exclude may be discriminatory.

The Local Committee must also comply with their statutory duties in relation to pupils/students with SEN when administering the exclusion process, including (in the case of the Local Committee of relevant settings using their 'best endeavours' to ensure the appropriate special educational provision is made for pupils/students with SEN and (for all settings) having regard to the Special Educational Need and Disability (SEND) Code of Practice.

Full details are contained within the DfE guidance.

Monitoring

The Headteacher monitors the effectiveness of this policy. As requested, they will report to the Local Committee/Trust on the effectiveness of the policy and, if necessary, make recommendations for further improvements.

The school keeps records of incidents of negative behaviour. The Headteacher keeps records of any child/young person who is given a suspension or any child/young person who is permanently excluded

Appendix A – Serious Incident Form

Serious Incident Form

Child's Name:		Location of Incident:	
Date & Time of Incident:		Person Reporting:	

Your child has been involved in a serious incident today. WE may have already contacted you but we feel it is important to inform you in writing, with the details of this incident and **invite you to speak to your child's class teacher, in the first instance,** should you have any questions.

Today's incident falls within the following category:

Leaving the class group without permission	Disruption to learning	Intentional damage to property
Unsafe behaviour – harm to self	Unsafe behaviour – harm to another child	Unsafe behaviour - harm to an adult
Other:		

Please indicate all that apply

Logical Consequence:

Apology written/verbal	Immediate restorative justice	Complete work at a different time
Phone call/text home	Rectify the disruption	Learning in alternative space
Rectify/clean the damage	Conversation with SLT	Playing in an alternative space
Other:		

Please indicate all that apply

Any Further Action required:

No further action required	
Further restorative justice	
Time to talk	
Parent/carer meeting with SLT (could lead to fixed-term exclusion)	
Behaviour contract	
Inform any outside agency involvement	

Please tick at least one of the options

Please confirm a copy of this form has been:

- Sent to the parent/carer ☐
- Filed in the class welfare folder ☐

Please confirm a brief summary of this incident has been:

- Recorded on CPOMS ☐
- Shared with the Headteacher ☐