

# **Killigrew Primary School & Nursery**

## **Behaviour Policy**



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## **1. Introduction**

We ensure that kindness, restorative practices, supportive relationships and commitment to equality and diversity are at the heart of our behaviour policy. At Killigrew, we believe that fostering kindness not only creates a positive learning environment where children are able to thrive but also cultivates empathy and understanding amongst our children.

Our restorative approach focuses on building supportive relationships, where children can learn and grow from the choices that they make. Our children understand what being a kind person looks like which ensures that they leave Killigrew with an awareness of their own moral compass and the impact that this has on others.

All pupils and parents know what standard of behaviour we expect from reading our home school agreement. We give this to parents when they accept a place for their child. We also publish our behaviour policy on the school website alongside our anti-bullying, equalities and safeguarding policies. Our behaviour policy reflects the aims of the school and outlines the agreed ways in which all members of the school community will contribute to its provision.

We train school staff to implement the STEPS and restorative approach to behaviour as recommended by Hertfordshire County Council. STEPS is a therapeutic based approach to behaviour support and management and takes its name from Norfolk Children's Services Inclusion Statement. It is the process of taking necessary STEPS to ensure that every young person is given equality of opportunity to develop socially, to learn and to enjoy community life.

This behaviour policy links to several documents (listed in the final section of the policy) and references the school's legal duties under the Equality Act 2010 in respect of safeguarding and the care of pupils with special educational needs.

## **2. Governing Body's Statement of Behaviour**

*We believe that everyone involved with our school community has rights and responsibilities to ensure that teaching and learning takes place effectively. This includes governors, staff, children, and parents. As governors, we share the responsibility of ensuring high standards of behaviour on the part of adults and children alike. Our duty of care encompasses the promotion of behaviour that is positive, reflects our school values and underpins the safety and security of the learning environment. Within this policy, we expect that reference is made to the DFE (Department for Education) (2013) advice linked to the use of reasonable force.*

## **3. Aims & Values**

The overall aim of our behaviour policy is to lead children towards self-actualisation, where they realise their personal potential and make their own positive behaviour choices. The process of achieving self-actualisation is rooted within supportive relationships. Our policy will support children to know what is morally right and how to make positive behaviour choices to maximise their learning.

Our core values include:

- **Kindness**, where children work kindly with their peers.
- **Honesty**, where children build relationships rooted with respect.
- **Respect**, where children show respect and empathy for others and celebrate diversity.
- **Supported self-regulation**, where children are encouraged to reflect of behaviour choices and use learned strategies to regulate their emotions.
- **Collaboration**, where children support and encourage each other.
- **Responsibility**, where children take responsibility for their choices.

- Promoting children to be **conscientious**, where children show they are resilient and independent problem solvers.
- **Politeness**, where children show excellent manners without prompting.
- **Tolerance**, where children appreciate and celebrate difference.

Our behaviour policy ensures that:

- Children appreciate and celebrate that we are all different and that no form of bullying (including homophobic bullying), racism or sexism is acceptable. They understand the long-term implications for an individual's mental health when they are bullied or victimised.
- Children know the difference between right and wrong and do not engage in sexist and sexual name calling, sexual innuendo (including gestures and noises) and jokes disguised as 'banter'. They recognise the harmful effect of such behaviours on individuals and in society.
- Children are respectful of personal space and know that physical contact should not be uninvited. They are respectful of their own and others' personal property.
- Children listen to their peers and show empathy. Because of this, there is no behaviour that could be considered coercive.
- Children are taught about equality and diversity to enable them to respectfully challenge stereotype and discrimination.
- Children are well-mannered, without prompting, as they appreciate the value of this conduct in school and in the wider world. This is routinely modelled by all adults.
- Children know the impact and value of acting honestly and respectfully. They are generous with their conduct and actions.
- Children are supported, through a restorative approach, to self-regulate to help them manage heightened emotions that, in the moment, could lead to repeated poor behaviour choices.

#### **4. Communication about the Provisions of this Policy**

We have regular whole school assemblies that focus on our positive behaviour policy. We use Marvellous Me and celebration assemblies to highlight and describe positive behaviour and attitudes to learning. All staff model the core values noted above and these values are regularly referenced in all assemblies as well as within our learning powers.

Through teacher marking, as noted in our Teaching and Learning Policy, pupils receive daily feedback linked to the effort they are making with their learning. We teach the children what it means to show excellent learning effort and we support them to reflect on what it feels like to feel proud when they try their hardest. If needed, teachers have quiet conversations with children to help them reflect and take ownership of their own behaviour and learning attitude. We work collaboratively with parents to support positive behaviour.

With positive messages and badges home (through Marvellous Me), Tapestry (in EYFS) newsletters, the website and the school X feed, all stakeholders, particularly parents, are reminded of our positive behaviour ethos and the aspects of behaviour that are celebrated.

The behaviour policy is reviewed with staff, and it is published on the school website.

#### **5. General Classroom Management Strategies**

School staff adopt the guidelines in Appendix 1 to implement, support and maintain high expectations of behaviour.

- To support self-regulation and ownership, teachers set up classroom routines at the beginning of the school year, establishing an agreed shared learning space. They evaluate these routines regularly, using pupil voice to support this review process.
- All adults are consistent. They address what has happened at playtime/lunchtime and ensure that pupils understand the school's expectations for learning behaviour and focus. Through a restorative conversation, they support the pupil to draw their own conclusions about the behaviour which needs to change. Adults listen to children.
- Adults always act as a positive role model to build positive relationships that are rooted in respect. Through their actions, children know that they care about their wellbeing and happiness.
- Adults understand the needs of individuals through providing a differentiated curriculum and a stimulating environment in which pupils are supported and challenged. They adjust their approach to consider an individual's learning needs linked to behaviour which might include restorative conversations and modelled examples.
- They seek guidance promptly to support them in finding the right approach to support individual children.
- Adults believe that they can make a difference to every child. They develop and maintain a positive ethos in the classroom to enhance pupils' self-esteem.
- Adults provide alternatives to disempower poor behaviour and encourage a positive choice.
- Adults use the visual reward chart for positive behaviour management. This enables them to recognise and celebrate positive behaviour through specific praise and encouragement. They support pupils to recognise and celebrate their own positive feelings.
- Teachers communicate with parents frequently to celebrate and highlight positive behaviour.
- All staff follow the STEPS guidance issued by Hertfordshire County Council when behaviour/emotional needs are more complex.

### **The Visual Reward Chart**

The Reward Chart is a visual representation of our positive behaviour ethos, and it supports children in knowing what learning behaviour we celebrate in our school. It is prominently displayed in every classroom in a position that makes it easy to access when teaching. We believe that this explicit method of rewarding positive behaviour enables children to internalise good behaviour choices.

### **6. Praise and Reward**

The following guidelines illustrate how to use the Reward Chart for praise and reward:

1. Children start every day in the '*rainbow*' and are moved up the chart a place at a time when they show excellent learning behaviour and effort. This happens immediately after praise is given. The teacher or the pupil themselves can manage this movement.
2. A child is directed to 'move up' in class time or at lunchtimes, break times and during assemblies. An element of trust is important, and the children know that the teacher will mention and celebrate their great behaviour with the adult who told them to 'move up'.
3. A few examples of learning behaviour that could be celebrated are as follows:
  - Excellent collaborative work, listening, and contributing.
  - Celebrating kindness, excellent manners and generosity of spirit.
  - Taking responsibility and pride in the learning, with equipment ready.
  - Excellent effort in homework.
  - Excellent effort in lessons.

- Answering a question with a carefully considered response to a question or comment from another child.
  - Showing examples of our learning powers (Capable, Creative, Conscientious, Curious and Collaborative learners).
4. When a child reaches the '*pot of gold*' they receive an immediate reward and praise. In KS2, this is 5 house points (given through 'thumbs up' on Marvellous Me) and a Marvellous Me badge home. Some teachers also give the child a raffle ticket. In KS1 and Early Years, the child receives a Marvellous Me badge home and/ or a sticker.
  5. The child returns to the '*rainbow*' after receiving their reward to encourage continued good behaviour throughout the day.
  6. For special emphasis and exceptional learning behaviour, children can jump straight into the '*pot of gold*'. This is rare for maximum impact!
  7. Positive messages home (via Marvellous Me) provide the opportunity to celebrate children who have consistently modelled excellent learning behaviour to others and have been in the '*pot of gold*' frequently.
  8. Positive learning behaviour, which focuses on one of our school learning powers each week, is celebrated in a celebration assembly.

## **7. Rules and Consequences**

The following rules apply to every classroom, and at playtime and lunchtime as well as around school. The children know them and understand the consequences if a rule is broken.

- 1. Follow instructions quickly**
- 2. Stay focused**
- 3. When one person speaks, we listen**
- 4. Speak and act kindly and honestly**

Inappropriate behaviour is minimised using praise and encouragement. Most pupils respond to the school rules and expectations, but some will need additional support to follow these rules and behave appropriately. *At all times, adults are looking for opportunities to give the child opportunities to make positive behaviour choices.*

When a child does not follow one of our school rules, we address this with clear and consistent responses:

### **1. Rule reminder**

We give the child a quiet, clear and specific reminder of the rule that they are breaking.

### **2. Warning**

If the pupil continues to make the wrong choices, we tell them by saying 'this is a warning' and remind them of the rule that they are breaking.

### **3. Thinking Time**

A further poor behaviour choice results in 'thinking time'. This allows a child the opportunity to pause and reflect on their behaviour. At this point it is often useful for the child to sit in a quiet area of the classroom to support self-regulation. An adult may have a short one-to-one restorative conversation, aimed at supporting the pupil to think about their behaviour. They may provide a social story, or visual prompts to help the child think about their behaviour. Adults will always look for a prompt opportunity to praise a positive behaviour change.

#### 4. Parking

If a child chooses not to change their behaviour, they move to *'parking'*. This involves a move to a different place in the classroom, usually away from other pupils so that the child can have space and time to consider their behaviour choices. This is also used to minimise disruption to other pupils' learning. A child should only ever be in *'parking'* for five minutes during whole class learning time. When the child returns to their space in the classroom, they have a 'clean slate'. Following this, teachers will have a restorative conversation with the child to understand the choices that were made. Together, the child and teacher will decide the best and most appropriate way for the child's needs to catch up on any lost learning time.

In some instances, a child may benefit from being removed from the classroom for *'parking'*. However, this is a serious sanction. School protocols linked to the use of physical intervention and the power to use reasonable force (section 11) are always implemented. **Parents must be informed on the same day if their child has been removed from the classroom.**

Removal is only used for the following reasons:

- a) To maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption. Examples of high-level disruption might include a pupil throwing, kicking, or tipping classroom equipment, making sustained loud verbal outbursts which disrupt other pupils' learning or using inappropriate language.
- b) To enable disruptive pupils to be taken to a place, on the school site, where education can be continued in an environment where they can be closely managed by a trained member of staff. This should not be the partner class unless there is an additional adult who can immediately support the pupil's needs.
- c) To allow the pupil to regain calm in a safe space.

Following removal, before the pupil returns to their classroom, de-escalation techniques must be used to help prevent similar behaviour recurring. A restorative conversation must take place to allow the pupil to explain their feelings and reasons behind the behaviour demonstrated. Adults must also talk with the pupil, explaining what went wrong, the impact of their actions and explaining how they could react to the situation differently in the future. The pupil must be reintegrated into the classroom promptly, with the time spent in parking minimised.

Any incidents of removal from the classroom must be reported to the head teacher and the deputy head teacher, with a full description of the incident recorded on CPOMs. When recording an incident, the correct 'lozenges' must be selected to allow accurate analysis of any possible triggers for unregulated behaviour. A record of the conversation with the pupil's parent must also be recorded. Incidents of removal will be monitored and analysed by the Senior Leadership Team to interrogate repeated patterns and the effectiveness of the removal strategy.

Removal is different from the use of separation spaces like sensory and nurture rooms for non-disciplinary reasons. For children with a SEN (Special Educational Need), the timely use of a separation space can support their learning and positive engagement.

#### 5. Consequences

This section gives flexibility. Staff will consider the child's age, any special educational needs or disability they may have, any religious requirements affecting them and the behaviour the child has displayed. Parental consent is not required for a member of staff to impose a sanction.

A punishment must be proportionate and corporal punishment is illegal in all circumstances. Consequences should ideally be something related to the behaviour the child displayed. It is useful to consider if an educational consequence, during which missed learning takes place, or a protective consequence, during which a freedom is removed to manage harm, is most appropriate. Consequences usually occur outside lesson time at break time or lunchtime. If a pupil deliberately misses a consequence, then they miss an additional playtime.

Examples of consequences include:

- Writing an apology to a child or an adult
- Cleaning graffiti
- Completing work that they have missed because of being sent out
- Repeating unsatisfactory work
- Donating towards a broken item
- Separation from another pupil at lunchtime
- Work outside the classroom in isolation from other pupils

## 5. Clean slate

Children start with a clean slate at the start of each lesson.

### General Guidelines for issuing sanctions:

- All adults must listen to children and give them opportunity to explain their actions. Talk to pupils one at a time. If you need further clarity, talk to other pupils who may have seen the incident occur. If stories are inconsistent, consider a group mediation discussion where all parties agree the chain of events.
- Sanctions must not humiliate or inflict revenge.
- Consistency is extremely important when dealing with behaviour. **Staff must always carry out what they say they are going to do.**
- Avoid threats or statements that lead the head teacher with no room for manoeuvre. If a pupil is certain that the ultimate sanction is to be applied, then he or she will lack motivation to improve their behaviour.
- It is essential that the child understands fully that it is their behaviour that is not acceptable, rather than the pupil as a person.
- The safety of children is paramount in all situations.
- Midday supervisors and teaching assistants should give teachers details of any incidents that occurred at break or lunchtime by completing the playtime and lunchtime behaviour form.

Incidents of racism, sexist name calling, sexualised references and/or conduct, homophobia, bullying, swearing, and fighting are always unacceptable and must be reported to the head teacher or the deputy head teacher. During outdoor play times, these incidents must be referred immediately to the KS leader who will take responsibility for notifying the head teacher or deputy head teacher. The child should sit in a 'time out' position on the playground until the member of staff arrives. These events are recorded, investigated and, if needed, parents are invited to meet with the head teacher, deputy head teacher or class teacher.

Staff should consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, staff follow the safeguarding policy and report such incidents using CPOMS. They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. In this instance, they should seek support from their key stage leader or the SENCo (Special Educational Needs Coordinator).

For sexist name calling and sexualised references/conduct, there is a separate log: the Killigrew Sexualised Reference Log.

This reporting document does not replace CPOMS. In line with our safeguarding policies, CPOMS must be used to immediately support the safeguarding of children and their well-being across school. All staff must use CPOMS to instantly report information or concerns, share this immediately with appropriate colleagues, and produce detailed reports when necessary. It does not replace our whistleblowing procedures where staff must report colleagues who they believe are doing something wrong, illegal, or inappropriate.

## **9. Staff Development and Support (including volunteers)**

Through induction, all new staff know how to promote positive behaviour and how to manage inappropriate behaviour. During induction, we share this policy, discuss the contents and their mentor or key stage leader supports them with behaviour management if necessary. For volunteers, a named member of staff acts as a point of contact for questions and volunteers know that this person must be approached prior to a non-paid member of staff issuing a sanction.

Through staff training, we ensure that all staff consistently apply the principles of kind and positive behaviour management. We support staff to consider the emotions and pre-conceptions that lie beneath the behaviour the pupil exhibits, considering each child as an individual and being empathetic to what we know about each child's personal circumstances. Staff know that some pupils may have experienced fractured relationships outside school and the impact this might have on their conduct and behaviour towards other trusted adults. For new joiners to the school, we carefully follow an induction process.

For Early Career Teachers (ECTs), we factor in a period of classroom observation to support behaviour management. Probation targets for support staff and MSAs (Midday supervisory assistants) usually contain a behaviour-focussed target. We run refresher STEPS training annually and our full behaviour policy is published to all staff yearly. If necessary, we facilitate additional professional development opportunities for staff. This includes the opportunity to observe others and engage in team teaching and observation.

The head teacher supports the staff by implementing the policy, setting the standards of behaviour, and ensuring that the full written policy is available to all staff members.

## **10. Pupil Support Systems including STEPS and Restorative Practice**

We know that some pupils may need additional support to meet the school's behaviour expectations. The support strategies provided are child-specific, dependent on need, and planned in conjunction with the class teacher, a member of the Senior Leadership Team (including the SENCO), the pupil and the pupil's parents and/or carers. The support strategies are applied consistently and regularly evaluated, considering the views of all parties. This enables analysis of the effectiveness of the support and, if needed, timely changes are made to support the pupil most successfully.

### **Pupil induction**

Every pupil is supported to understand the school's positive behaviour ethos and mid-year arrivals, or new-to-year pupils, are made familiar with the school's behaviour culture through a short induction session with their class teacher. The school office also requests that the previous school's documentation is transferred to us promptly and, if needed, we follow this up with a telephone call. When new families are touring the school, we talk to the parents about the child's individual needs and follow this up with the SENCo of the previous school as needed. We send records onto receiving schools promptly.

### **Frequent Behaviour Incidents**

The class teacher keeps a record of negative behaviour incidents on CPOMS. Behaviour incidents are monitored and analysed by the Senior Leadership Team so that additional emotional or regulatory support can be put in place for the pupil.

For repeated poor behaviour leading to frequent restorative conversations there is a hierarchy of reporting. This provides scope for the management and support of escalating behaviour:

1. Key Stage Leader/SENCo/Behaviour lead
2. Deputy Head teacher

### 3. Head teacher

For ongoing concerns linked to repeated negative behaviour, or if any member of staff notices a pattern emerging, the teacher makes early contact with the parents to discuss their concerns.

In the first instance, we try to support the pupil with positive behaviour targets that often include a check in with the key stage leader at the end of each session (Maths, English and Foundation lessons). Good learning behaviour results in a sticker or a Marvellous Me badge home. This provides a visual cue to parents and enables them to discuss the child's behaviour at the end of the day. At the end of the week, we may give the pupil a congratulatory message home for continued good behaviour. Other options for support include the creation of a home/schoolbook for improved communication. This is especially useful to support the teacher in anticipating emotional challenges for the child.

In addition, we provide pre-emptive 'talking time' for pupils (with an adult trained in social and emotional support). This one-to-one mentoring scheme allows the child and adult to build a relationship of trust and support. If a child particularly finds playtime or the afternoon lessons more challenging, we offer nurture support in our on-site Hub. We also have 'quiet rooms' where a child can continue their work with adult support.

## **10. Liaison with parents, other staff and agencies**

### **Pupil Transition**

During the end of year transition meetings, the current teacher shares the class behaviour log with the next teacher. Together they create a plan to support effective transition.

Where there are ongoing concerns regarding a child's behaviour, and staff believe that this may be due to a special educational need, staff will liaise with the SENCo. The SENCo may then involve external agencies to help the class teacher to implement individualised STEPS strategies.

### **The aim of individualised STEPS strategies:**

1. To help the teacher identify factors leading to behaviour escalation.
2. To develop strategies to deescalate emotional outbursts and dysregulated behaviour.
3. To support reflection, repair and restoration of relationships.
4. To provide risk management templates to formalise strategies that are different from usual behaviour policy, including any necessary physical intervention strategies.
5. To involve parents in the implementation of a Risk Assessment Management Plan (RAMP) and to support the regular review of this plan. This is only put in place to keep a child or an adult (s) safe.

When we need additional support to manage very difficult or complex behaviour, we send a referral to The Links Multi Academy Trust Outreach Team. If our referral is successful, this team helps us to support children who are experiencing social, emotional, mental health (SEMH) and behaviour difficulties, with planned intervention and additional training for our staff. There are different support options available. These include the provision of a therapist to help children with SEMH needs and intensive support from specialists linked to the Primary Support Base. This support is for children who are at real risk of fixed term suspension or permanent exclusion.

## **11. Physical Intervention and the power to use reasonable force**

Staff have the power to use reasonable force in the following circumstances:

- To prevent pupils committing an offence which includes injuring themselves or others or damaging property.
- To maintain good order and discipline in the classroom.
- To prevent danger to a child.

Staff take steps in advance to avoid the need for restrictive physical intervention through dialogue and diversion and they will use the minimum force necessary. Staff are trained in the correct way to physically intervene through the STEPS training programme.

The head teacher may also use such force as is reasonable, given the circumstances, when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. The head teacher will only conduct a search without consent if they have good evidence that a pupil is carrying items that may pose a danger to themselves or others \*reference section 12 'balance of probability'.

## **12. Fixed-Term Suspensions and Permanent Exclusions**

Killigrew may use fixed term suspensions or permanent exclusion as a last resort for persistent and extreme breaches of the behaviour policy. The illustrative, but not exhaustive, list of behaviour that could result in pupil fixed term suspension or permanent exclusion are listed below. However, the choice to exclude remains a matter of judgement for the head teacher (or acting head teacher):

- Repeated refusal to follow an adult's instruction, where this refusal results in a child being a danger to themselves or others.
- Failure to complete a behavioural sanction.
- Repeated and persistent serious breaches of the school's behavioural policy.
- Aggressive physical actions to property or person that could lead to harm for the pupil, their peers and/or the adults in the school.
- Bringing illegal weapons or pornographic material into school.
- Wilful destruction and/or damage of school property.
- Aggressive and repeated verbal outbursts, including swearing.
- Where a pupil's behaviour means that allowing the pupil to remain in school would seriously harm the emotional and educational welfare of the pupil or others in the school.

Even if the offence that has immediately led to the exclusion would not have normally constituted a serious enough breach on its own, a child can be excluded if it is part of wider pattern of behaviour. The head teacher retains the right to fetter discretion as they see fit, considering the characteristics protected under the Equalities Act 2010.

Pupils with Education, Health and Care (EHC) plans and looked after children (LAC) have been identified as being particularly vulnerable to the impact of exclusion. As a result, head teachers try to avoid permanently excluding these pupils. To mitigate the possibility of permanent exclusion, the school engages proactively with parents, social workers, foster carers, and local authorities to support these pupils. Where a pupil with an EHC plan is at risk of permanent exclusion, additional support or an alternate placement can be considered. This should include requesting an early annual review or interim/emergency review.

When establishing the facts in relation to an exclusion decision, the head teacher applies the civil standard of proof based on the fact that it is more likely than not, that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.'

### **'Informal' or 'unofficial' suspensions**

If a pupil is sent off school premises to 'cool off' or 'calm down', even with parent agreement, formal fixed term suspension procedures must be followed.

### **Fixed-term suspensions**

Fixed-term suspensions are temporary. A pupil can be suspended for one or more fixed terms, up to a maximum of 45 days in total per school year. Fixed-term suspensions can also be for just a

part of the school day, such as a lunchtime suspension. Each lunchtime suspension counts as half a day when determining the total number of days excluded per term and/or school year. The head teacher can issue a further fixed period suspension or a permanent exclusion to begin immediately after the end of the first fixed period.

### **Permanent exclusions**

A permanent exclusion should always be a last resort and is taken in response to a serious breach, or persistent breaches, of the school's behaviour policy.

### **Managed Moves**

A pupil at any type of school can transfer to another school as part of a 'managed move'. This occurs with the consent of the parties involved, including the parents and the admission authority of the school. This is to allow the pupil to have a fresh start in a new school and is an alternative to a permanent exclusion.

Only the head teacher (or the acting head teacher) has the power to exclude a pupil from school. When a head teacher or teacher in charge decides to exclude a pupil, the parent(s) or carer(s) is notified immediately, usually by telephone, followed by a letter.

For a permanent exclusion, the correspondence must state:

- Whether the exclusion is permanent.
- Where the suspension is fixed term, the precise period of the exclusion.
- The reasons for the exclusion.
- The parent's right to make representations to the governing body. Details of how the pupil can be involved in this representation.
- Whom to contact about making such representations.
- The right on written request to see copies of a child's school record.
- The arrangements made by the school for the pupil to continue their education during the 1st 5 days of the exclusion, including setting and marking of work.
- The school days (or school day from) which the pupil will be provided with alternative suitable education.
- The head teacher also informs Hertfordshire County Council (HCC) and the governing body.

### **The Role of the Governing Body**

The governing body has a duty to consider parents' representations about an exclusion. The extent of this duty and how it is exercised depend on the length and nature of the exclusion. The headteacher can cancel an exclusion before the governing board has met to consider whether the pupil should be reinstated. If this occurs, parents, the governing board and the local authority should be notified, as well as the social worker and Virtual School Head (VSH) where applicable.

The governing body must consider the reinstatement of an excluded pupil within 15 school days of receiving notice of the suspension/exclusion if the following criteria apply:

- The exclusion is permanent.
- It is a fixed period suspension which would bring the pupil's total number of school days of suspension to more than 15 in term.
- It would result in a pupil missing a public examination or national curriculum test.

### **13. Malicious Accusations against School Staff**

Where a pupil has made a malicious accusation against staff, we consider the individual circumstances and decide whether to apply an appropriate sanction. This could include a fixed term suspension or permanent exclusion or referring the case to police if the head teacher feels that a criminal offence has been committed. The head teacher or chair of governors may refer the incident to social services if they consider that this is necessary. We provide appropriate support for staff facing an allegation of misconduct.

### **14. Pupils' conduct outside the school gates**

The school will investigate and respond to the following aspects of pupil conduct:

Non-criminal inappropriate behaviour and bullying which occurs off the school premises, but when pupils are representing the school. Misbehaviour that might have repercussions for the orderly running of the school; pose a threat to another pupil or member of the public; or may adversely affect the reputation of the school.

Examples of these off-premises activities might include –

- When children are taking part in any school-organised or school-related activity.
- Travelling to or from school.
- Wearing school uniform.
- Are in any way identifiable as a Killigrew pupil.
- Reported incidents (from school staff or a member of public).
- When children are on a school residential activity.

Once the facts are established, parents are informed, and sanctions imposed appropriate to those detailed in this policy. These sanctions can be applied on school premises, or elsewhere, when the pupil is under the lawful control of the staff member.

### **15. Power to search without consent and the confiscation of prohibited items**

Where staff have reason to believe that a pupil has a prohibited item, they must inform the head teacher immediately. Examples of prohibited items are provided in this illustrative, but not exhaustive list:

- Knives and weapons
- Alcohol and illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property

The head teacher will contact the police immediately if a pupil brings in prohibited items like weapons, knives and extreme or child pornography. The head teacher will lock these items away until the police collect them (with an additional adult bearing witness) and conduct an immediate investigation. If there is no risk of harm to the pupil or others, the pupil may remain in school while this investigation is ongoing. Once the outcome of the investigation is clear, appropriate sanctions are applied. These are dependent on circumstance but may include a fixed term suspension or permanent exclusion.

For other prohibited items, such as electronic equipment with the capacity to record, the head teacher or a member of staff may confiscate it or retain it (for no more than a week) so long as it is reasonable in the circumstances.

## **16. Behaviour sanctions linked to the inappropriate use of IT**

Killigrew has a clear and detailed policy that covers the appropriate use of IT and we expect that pupils will use the internet, mobile and digital technologies responsibly and strictly according to the conditions set out in the policy. Our policy also includes expectations on appropriate online behaviour and use of technology outside of school for pupils. Through our curriculum provision (Project Evolve), regular E-Safety assemblies and half-termly lessons, we remind pupils of our expectations and teach them what is acceptable and unacceptable when online.

An adult always supervises all use of IT equipment in school and all pupils sign an 'Acceptable Use Agreement'. In Y6, when our pupils are permitted to bring in a mobile phone, they hand this in at the start of the day and collect it at the end.

Our pupils know that they must not send emails or communications that are offensive, embarrassing, or upsetting to anyone (i.e. cyberbullying) either in school or out of school. This includes communications that are sexist or attempt to objectify or stereotype a particular gender. It also includes sexualised jokes, sexual innuendo, and sexualised language. Pupils know that they should only use school-approved accounts on the school system for educational purposes.

However, if there is an occasion when a pupil receives or sends an offensive, abusive or inappropriate message or deliberately accesses upsetting, improper or abusive material we have clear guidelines in place:

- Pupils must report such incidents immediately to the first available member of staff.
- The member of staff must record the incident in the ICT log and on CPOMS.
- If the incident involves sexualised content, sexist language, or gender stereotyping then the staff member must complete the sexualised reference log.
- The computing subject leader will investigate the incident and provide the head teacher with a written summary from all involved parties.
- The head teacher must be notified of all incidents linked to the inappropriate use of IT.
- The class teacher or the deputy head teacher will communicate with parents and provide an appropriate sanction. The consequence will depend on the severity of the incident.
- Where such an incident may lead to significant harm, all adults must follow safeguarding procedures, and the incident is immediately escalated to a DSL (Designated Senior Leader).
- The school takes the reporting of such incidents seriously and where judged necessary, the DSL will refer details to social care or the police.

## **17. Legal Duties under the Equalities Act 2010**

At Killigrew, we give all pupils equal opportunity to achieve their full potential. All children are entitled to learn in a supportive environment and to benefit from the diversity of our school community. We do not allow stereotyping of any kind.

With reference to behaviour, we consider different learning needs and help our pupils to overcome any barriers to learning. We ensure that positive behaviour choices are prioritised and emotional support is given to enable children to self-regulate. We make all reasonable adjustments for a child with characteristics protected by the Equality Act 2010 and ensure that unlawful discrimination does not take place by maintaining clear, factual, and up to date records to identify patterns of behaviour that are contrary to our values. Examples of reasonable adjustments are contained in section 9 and 10.

We give clear and constant messages regarding the school's values and disciplinary procedures. In the event of alleged discrimination, the head teacher will conduct a full investigation. In line with the school's Whistleblowing Policy, allegations against the head teacher will be referred to the chair of governors.

## **18. Safeguarding procedures and protocols**

Staff must always consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, staff must follow the safeguarding policy and record such incidents using CPOMS immediately. They will ask non-leading questions for clarification. If the behaviour is not a safeguarding concern, then staff will follow a coaching conversation, following the restorative guidance template, where children reflect on their behaviour and make positive choices to change their behaviour. They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs.

## **19. Relevant Documents**

We have referenced the following documents during the writing of this policy. In all instances, we will comply with the most recent versions of these documents:

- a) Behaviour in schools - (February 2024).
- b) Behaviour and discipline in schools - guidance for governing bodies. (2012)
- c) Use of reasonable force - advice for headteachers, staff and governing bodies (July 2013).
- d) Searching, screening and confiscation - advice for headteachers, school staff and governing bodies (July 2022).
- e) DfE (Department for Education) and ACPO drug advice for schools - advice for local authorities, headteachers, school staff and governing bodies (September 2012).
- f) KCSiE.
- g) Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England (August 2024)
- h) Hertfordshire County Council: Exclusions guidance supplement (August 2024).
- i) Herts for Learning 'Preventing the rise in school aged sexual abuse in primary schools' document including the linked toolkit resource (2022)
- j) The Kindness Principle – Making relational behaviour management work in schools by Dave Whitaker (2021)
- k) The Attachment Aware and Trauma Informed Toolkit -
- l) Restorative Practice by Mark Finnis (2021)