

BISHOP JOHN ROBINSON CHURCH OF ENGLAND
PRIMARY SCHOOL



Behaviour Policy

Be the best we can;

Join in learning, play and prayer,

Remember God's Word.

Implemented	September 2018
Presented by	Head Teacher
Ratified by Governors	October 2006
Reviewed	September 2018
Next Review	September 2019

Mission Statement

We want all adults and children to: **Be the best they can** in order to have best possible start in life and to make the most of the gifts God has given. To achieve this we;

- Set ambitious targets for all pupils and staff
- Continually look for ways to improve
- Have high expectations of behaviour for all

We encourage children to: **Join in Learning**, to promote academic excellence and to inspire everyone to value the importance of education in wider society. To achieve this we;

- Provide an engaging curriculum with opportunities for learning in a variety of contexts
- Strive for all lessons to be focussed and engaging to allow all children to achieve
- Support deeper levels of understanding so that children can apply learning to different settings

For children to: **Join in Play** is important at BJR because Play is essential for everyone's social and emotional development. It is a vital life skill which helps children to form the adult they will become building trust, forgiveness and resilience. To promote positive play we;

- Have dedicated staff who promote play EVERY PLAYTIME
- Promote the importance of play through PLAY DAYS
- Invest in the playground as a learning resource

We want the school community to: **Join in Prayer** as Christians believe that this is fundamental to developing a relationship with God as well as giving thanks and praise. We encourage this though;

- High quality collective worship for all children
- Daily acts of prayer
- Valuing the essential role of our School Chaplain

We believe that we should: **Remember God's Word**, as this is at the very Foundation of being a Christian school. In promoting a practical understanding and application of Christian Values we strive to; *"Train up a child in the way he should go, And when he is old he will not depart from it"* Proverbs 22:6 (NKJV) through;

- Providing High quality RE teaching and daily collective worship for all children
- Regular visits to church and other places of worship

ETHOS

The Behaviour Policy at Bishop John Robinson is a statement of good practice that covers all aspects of our school and contributes to the development and maintenance of good behaviour and a positive ethos, based on our core values of **Trust, Compassion and Forgiveness**.

All members of the school are expected to maintain an atmosphere conducive to learning with courtesy and mutual respect as basic requirements.

AIMS

- ✓ To reflect the values set out in the mission statement
- ✓ To encourage adherence to an agreed set of principles of behaviour by children
- ✓ To support effective learning and teaching
- ✓ To contribute to mutual respect
- ✓ To gain the agreement and support of teachers, non-teaching staff and parents

Christian Values

As a Church School we promote Christian Values as a way of supporting behaviour. Each term, the theme for Collective Worship is based around 3 different Values. Children are rewarded (see Well Done Certificates) for overtly displaying these values. Adult conversations around behaviour should - where possible - reflect the Christian Values of the school. For example, talking about FORGIVENESS when children are in conflict.

Strategies staff should be using to motivate good behaviour

Staff should:	Do this by:
Develop good relationships with children	<ul style="list-style-type: none">• Give time to children<ul style="list-style-type: none">• Listen to them and let them talk through problems• Investigate incidents and let children have the opportunity to be heard• Play with them in the playground• Talk to them, ask them about their day/weekend• Show an interest in all children (especially 'shy and invisibles')• Catch them being good and award Dojo points
Involve children in helping each other	<ul style="list-style-type: none">• Encourage the use of TAG• Support the play leaders in the playground• Support student council (e.g. give time in class for this)
Show respect for students and expect respect from students	<ul style="list-style-type: none">• Be polite• Insist on good manners• Value their effort• Listen, or make time later to listen• Be fair and be seen to be fair• Be consistent and do what you say (do NOT make idle promises or threats)• If a child apologises, accept this in good faith and move on

Strategies staff should be using to motivate good behaviour (continued)

<p>Act in a calm manner</p>	<ul style="list-style-type: none"> • Model empathy • Take children away from stressful situations or where people are watching • Anticipate and prevent problems • Know our children • Use de-escalation techniques <ul style="list-style-type: none"> • Offer options that can be fulfilled • Offer 2 options to allow the pupil to be able to take control of their situation • Try to reassure • Tone of voice • Eye contact and facial expression • Change of staff • Acknowledge personal space • Posture and gestures
<p>Use positive language</p>	<ul style="list-style-type: none"> • Greet students - as they enter school, when you do the register, saying goodbye at the end of the day • Use positive instructions (Walk thank-you as opposed to Do not run) • Use descriptive and genuine praise • Ensure when dealing with behaviour you are addressing the behaviour not targeting the child • use individual, quiet close talk with a pupil when they need redirecting • Use a raised voice strategy sparingly • Do NOT shout • Complement students <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>PIP and RIP! Praise in Public Reprimand in Private</p> </div>
<p>Communicate with parents</p>	<ul style="list-style-type: none"> • Keep parents informed of positive and negative behaviour on a regular basis • Inform parents if a child has been sent out of a room or missed playtime • Support use of strategies such as behaviour charts to encourage positive behaviour • Find effective ways to communicate if parents are not regularly dropping off or picking up • Always remain professional - reporting on behaviour rather than identity

TAG

Children are also encouraged to deal with conflict using the TAG acronym. If somebody does something you are not happy with you:

- Tell them how you feel.
- Ask them to stop doing it.
- Get an adult to help

Golden Rules Our Golden Rules apply for ALL children and adults at Bishop John Robinson at ALL times. At Bishop John Robinson we expect everyone to follow our Golden Rules :	
Try your best Be a good sport Be honest Treat everyone as you want to be treated Keep your hands, feet and objects to yourself and use kind words	We try our best We are good sports We are honest We treat everyone as we would want to be treated We keep our hands, feet and objects to ourselves and only use kind words

Expectation of behaviour at BJR

Each class should review the 'Expectations of behaviour' at the beginning of the Term. These should also be on display in classrooms.

In the classroom	
Children should; <ol style="list-style-type: none">1. Enter classrooms in a calm and respectful manner2. Listen carefully to and follow teacher's' instructions3. Concern themselves with their own learning and behaviour4. Complete tasks to the best of their ability5. Never disturb or disrupt the learning of others	We try our best We are good sports We are honest We treat everyone as we would want to be treated We keep our hands, feet and objects to ourselves and only use kind words
In the lunch hall	
Children should; <ol style="list-style-type: none">1. Enter the lunch hall in a calm and respectful manner2. Listen carefully to and follow instructions3. Speak in a quiet voice only to the children on the same table and never when food is still in the mouth4. Wait patiently for food5. Never shout, run or disrupt other's meal	We try our best We are good sports We are honest We treat everyone as we would want to be treated We keep our hands, feet and objects to ourselves and only use kind words
Moving around the school	
Children should; <ol style="list-style-type: none">1. Always walk when inside2. Only use very quiet voices3. Always be supervised by a member of staff4. Be respectful to adults and children	We try our best We are good sports We are honest We treat everyone as we would want to be treated We keep our hands, feet and objects to ourselves and only use kind words

In collective worship

Children should;

1. Sit up straight
2. Hands should be folded or still
3. In own space
4. No noise
5. Eyes on the speaker

We try our best
We are good sports
We are honest
We treat everyone as we would want to be treated
We keep our hands, feet and objects to ourselves and only use kind words

On trips

Children should;

1. Listen carefully to and follow teacher's' instructions
2. Stay with partners or groups
3. Be respectful of members of the public
4. Never shout, run or disrupt other's learning

We try our best
We are good sports
We are honest
We treat everyone as we would want to be treated
We keep our hands, feet and objects to ourselves and only use kind words

Lining up

Children should;

1. Listen carefully to and follow teacher's' instructions
2. Leave a space between them and the next child
3. Stop talking, playing
4. Never shout, push or disturb others

We try our best
We are good sports
We are honest
We treat everyone as we would want to be treated
We keep our hands, feet and objects to ourselves and only use kind words

Using the toilet

Children should;

1. Only go in to the toilet to use it
2. Only use the amount of toilet paper needed
3. Make sure toilet paper goes into the toilet
4. Make sure that nothing is spilt on the floor
5. Always wash their hands after using the toilet
6. Never play in the toilets

We try our best
We are good sports
We are honest
We treat everyone as we would want to be treated
We keep our hands, feet and objects to ourselves and only use kind words

In the playground

Children should;

1. Only enter the playground with adult supervision
2. Be mindful of others and share the space
3. Share equipment fairly
4. Try to resolve conflicts in a gentle way - use TAG
5. Understand, agree and follow the rules of any game
6. Listen carefully to and follow instructions
7. Never name-call or deliberately hurt another child

We try our best
We are good sports
We are honest
We treat everyone as we would want to be treated
We keep our hands, feet and objects to ourselves and only use kind words

Supporting all Children

This policy is designed to work with most children in the school for most of the time. However, some children may need a bespoke learning programme - these will typically be agreed with the SENCO, Class Teacher and parents.

Good to be Green Scheme

The Good to be Green scheme provides:

- ✓ A consistent and fair approach to behaviour management;
- ✓ A clear systems to reward good behaviour and consequences for inappropriate behaviour;
- ✓ A system that allows children to take ownership of their behaviour and their rewards.

Good to be Green principles:

- ✓ Each day is a new day.
- ✓ Each class has a behaviour chart and each day all children begin on green to demonstrate the expectation that each day will be a positive one.
- ✓ Children know that there are consequences when making inappropriate behaviour choices

REWARDS

At BJR, we believe that children should be rewarded for following the Golden Rules. Children are rewarded with;

1. Dojo points
2. Well Done Certificates

Dojo Points

Pupils will be awarded Dojo Points on a daily basis for demonstrating our school rules and values:

Behaving well
Being honest
Being a good sport
Being helpful or kind
Completion of homework
Keeping hands feet and objects to themselves
Staying on task (perseverance)
Trying your best (Particularly good work)
Demonstrating one of our school values

At the beginning of the year, parents will be invited to log in to Class Dojo so that they can follow their child's behaviour.

Dojo points should be applied consistently across the school

- Any member of staff may award dojo points
- Children should receive a maximum of 1 dojo points at any one time
- Children should be receiving dojo points regularly

Children collect Dojo points for the following rewards:

(1) To earn a Head Teacher Award

- Each week, the pupil in class who has earned the highest number of dojo points will be recognised in Friday's Collective Worship. This child is then recognised as 'Star of the Week' and added to the school website
 - Teachers will be asked to send the names of the top three children with the most points and the scores to the DHT by Friday lunch time
- Each week, children earn Dojo points to receive a Head Teacher Award. This Award is given to the 3 pupils in the school with the highest amount of Dojo points that week and will be presented in our Friday Collective Worship.

(2) To add points for their Class

- After lunch on Friday afternoons, Dojo points will be collated and the class with the highest points will be Awarded on Friday Sharing Assembly.
- The class with the most points will be awarded extra playtime the following week

"Well Done" Certificates

- These are presented to a child for displaying behaviour consistent with the specific Christian Value for that month. The certificate will specify what is being recognised. These will be presented in our Friday Collective Worship
 - Teachers should complete these certificates by Friday lunch time

Behaviour Consequences

The Behaviour Consequences chart (below) must also be available to teachers in each class.

At BJR we use the language of 'consequence' rather than 'punishment'. Punishments are about making children suffer for their mistakes. Consequences focus on teaching children how to do better in the future. Our children have a right to expect fair and consistently applied consequences for poor choices with regard to behaviour. An appropriate consequence is one which is designed to put matters right and encourage better behaviour in future. Thus it is inappropriate to 'punish' whole groups for the misdemeanours of a few or to impose a punishment which is designed to humiliate a pupil or pupils. ~ ie standing outside a classroom/facing the wall etc.

Any member of staff who witnesses poor choices by children has a duty to challenge the behaviour and to administer (and more importantly, follow up on) the appropriate consequence regardless. The staff member should inform the class teacher when this happens.

No child at any time should be left by themselves

Monitoring of Behaviour

- All red and yellow cards must be logged electronically using CPOMS
- Pupils behaviour will be monitored regularly by Phase Leaders
- Children who are sent to Phase Leaders and/or Headteacher/Deputy Headteacher should be followed up using the Post Incident Log - which is regularly monitored by Phase Leaders.

NOTE: If a child requires physically moving, please refer to the Positive Handling Policy.

Playtime Detention

Missing playtime as a sanction should only be used rarely or for serious or continued challenging behaviour. If playtime is to be missed, the following should always be considered;

1. How will parents be informed of missed playtime?
2. When will this be recorded on CPOMS?
3. Who will supervise playtime detention?
4. Is the detention fitting for the behaviour?
5. Have tasks been appropriately differentiated to allow for all learners to finish? (some children will always take longer than others)
6. What might the negative effects of missing playtime have on a child who needs to let off steam in the playground?
7. Are there other ways to motivate the child?
8. Has the behaviour policy been followed?
9. What will the child be doing during the detention?
10. What positive outcome is expected from the detention?

Behaviour management in the Early Years

- The Early Years have clear and consistent visual rules across both nursery and reception class, which have been formed both by staff members and the children.
- Children are praised for their efforts and achievements both verbally and through the use of positive incentives including stickers, reward charts and prizes.
- There is a "Star of the Week" as a reward for outstanding behaviour, this child will have responsibility of undertaking tasks within the classroom and taking the class bear home for the weekend.
- The Early year's team use a colour coded behaviour system. All children will begin each day on green which is recognised as good, if a child displays challenging behaviour they will be given one verbal warning first, if the behaviour continues they will be moved onto yellow and will have "thinking time" in the classroom. If the challenging behaviour still continues the child will then be moved onto orange, and "thinking time" will take place in another classroom. If the behaviour is still persistent the child will be moved onto red and be sent to the Key Stage Leader.

Behaviour management in the Wisdom Room

- All children accessing Wisdom Room have their own Personal Behaviour Plan (PBP)
- Children in Wisdom do not follow the 'Good to be Green' card system
- Positive behaviour management principles are followed as per the school policy
- Should the behaviour plan not work, then the Deputy Head Teacher will supervise Time Out

Behaviour Consequences

Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
<u>Low level Disruption</u>	<u>Beginning to Challenge</u>	<u>Serious</u>	<u>Very Serious</u>	<u>Extremely Serious</u>
e.g. Talking Getting out of seat Making noises Pushing	e.g. Continued low level disruption Refusal to work Deliberate disruption to others	e.g. Continued challenging behaviour Damage to property Refusal Persistent rudeness Bullying	e.g. Repeatedly leaving class without permission Behaviour is creating a health and safety risk Fighting and intentional harm to others Verbal abuse to staff Theft	e.g. Extreme danger or violence Very serious/persistent challenge to authority Dangerous/physical abuse towards staff or pupils
ACTION: Verbal reminder Praise someone making the right choice Green card turned on it's side Child has time out in class	ACTION: Card is turned yellow Child is sent out of class for time out in partner class The receiving teacher should find a place for the child to sit quietly for 5 minutes and then send them back to class Class Teachers must record this on CPOMS and discuss with parents This is the last reminder before the red card	ACTION: Card is turned red Child is sent out of class for time out with Phase leader Pupil will complete Post Incident Log with Phase Leader/SLT (Playtime or Lunchtime detention) Letter goes home to parent Phase Leader/SLT must record this on CPOMS	ACTION: Phase Leader sends pupil to Headteacher/ Deputy Headteacher Parents are spoken to in a meeting with HT/DHT Pupil will complete Post Incident Log with HT/DHT if not already completed (Playtime or Lunchtime detention) HT/DHT must record this on CPOMS	ACTION: Parents are spoken to in a meeting with HT/DHT Pupil goes on to report card Pupil will complete Post Incident Log with HT/DHT if not already completed (Playtime or Lunchtime detention) HT/DHT must record this on CPOMS
Response managed by CLASSTEACHER	Response managed by CLASSTEACHER	Response managed by PHASE LEADER	Response managed by HEADTEACHER/ DEPUTY HEADTEACHER (or PHASE LEADER in their absence)	Response managed by HEADTEACHER/ DEPUTY HEADTEACHER (or PHASE LEADER in their absence)

Challenging Behaviour

Children who reach stage 4 or 5 or are regularly reaching stage 3 may be considered for additional behavioural support. **Behaviour of children in this category MUST BE RECORDED on the incident log which tracks individual incidents , reactions and times (CPOMS).** This is necessary to try to identify patterns or behaviour and triggers. Incidents should be recorded within 24 hours of the incident but not within an hour of it. Incidents should be accurate and factual and reflect the incident in a professional manner, they **SHOULD NOT** include thoughts and opinions.

- Ideally, incident should be logged directly into CPOMS.

Additional Behavioural Support will include:

School Report

- Typically a weekly reward chart in which specific positive and negative behaviours are identified and responded to
- Clear rewards and sanctions will be discussed with the child and often with the class teacher and parent
- The child will typically report to a member of SLT to receive feedback on their behaviour (eg in that session)
- Typically, parents will be invited into school to discuss and monitor behaviour
- Rewards and consequences at home may also be discussed
- These will usually last for $\frac{1}{2}$ a term but can last longer
- Example school report in appendix

PBP (Personal Behaviour Plan)

- If the report is ineffective (or would be deemed to be so), with the support of external agencies (eg SEN, Waterside, EP, SALT) a plan is established which attempts to identify triggers, proactive strategies and reactive strategies (eg team teach) in managing and changing behaviours
- The school SENCO is typically involved in SBP and is a working document which should be reviewed regularly
- See example in appendix

In school interventions

- This will involve the pupil working 1-1 or in groups on a specified behaviour intervention support programme.

Referral to Waterside Outreach

- This involves external behavioural specialists coming i to school to set targets and work with the pupils once or twice a week for a fixed period of time.

PSP (Pastoral Support Plan)

- This involves support from the Local Authority in setting small and achievable targets
- Typically the LA will meet with the parent and any other professionals involved
- The school SENCO will typically lead on the PSP

In addition to this, the following may be considered:

- TAC (Team around the Child)
- A TAC will be called when it is deemed necessary to bring multiple professionals involved with child together to discuss the needs of a child. Professionals typically involved in a TAC are:
 - EP
 - School Nurse (must be invited to all TACs)
 - SALT
 - ASD outreach
 - Waterside Outreach
 - CAMHS
 - Parents
 - Class teacher
 - Youth Offending Team

EHA (Early Help Assessment)

- An Early Help assessment will be made when concerns are raised about family circumstances outside of school which would not meet the threshold for social services involvement.
- These are made with parental agreement
- These can signpost parents to various supportive services

Fixed term and permanent exclusions

Exclusion is used only for very serious incidents when other methods of support have not been effective. In particular, when a child's actions put themselves or others at risk of harm. Only the head teacher has the authority to exclude a child from the school. The head teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any school year. The head teacher may also exclude a pupil permanently. If the head teacher excludes a pupil, she informs the parents immediately, giving reasons for the exclusion. At the same time, the head teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make such an appeal. The head teacher informs the LEA and the governing body about any exclusion.

Fair Access Panel

In the unlikely event that all of the above have not had the desired impact on behaviour, a referral to the Fair Access Panel will be made to consider alternative provision.



Bishop John Robinson Church of England Primary School
Red Card Notification Letter

Date: Staff Member issuing the red card:

Dear Parent in Year

At Bishop John Robinson, we expect the highest standards of behaviour from all of our children. It is therefore with regret that I have to inform you that your child received a **Red Card** for behaviour today.

As part of our behaviour policy, all children start the day on a **Green Card** and continue to stay on green while they are following the school's Golden Rules;

- Try your best
- Be a good sport
- Be honest
- Treat everyone as we wish to be treated
- Keep hands, feet and objects to yourself and use kind words

We encourage children to make appropriate choices about their behaviour. Good choices always lead to praise and rewards, however bad choices have consequences. **Red Cards** are given for one of two possible reasons: (1) If a child persists in making the wrong choices with their behaviour despite reminders and warnings from adults, or (2) If they have chosen particularly disruptive behaviour such as; fighting, swearing, damaging school property, blatant refusal or name calling.

*On this occasion received a **Red Card***

It would be most helpful if you could discuss this matter with your child in order to help them make better choices in the future. It might also be helpful to speak with the class teacher or myself if necessary. At Bishop John Robinson, we value **forgiveness** and begin each day anew. However, more behaviour of this kind may lead to further consequences.

Kind regards

























Ken Maslin - Head Teacher

Appendix 2: Example of Report Card

Behaviour Chart

I will	I won't
Be quiet on the carpet	Talk when I'm not supposed to
Tell an adult if someone annoys me	Fight with anyone
Try my best to do my work	Be distracted when I'm doing my work

will earn points for each session. Every lesson he meets all targets, he will get 2 points. 1 point will be given if some targets are met and 0 points if no targets are met. can earn up to 14 points in a day. If he earns 10 points or more, will have all playtimes and lunchtimes and class rewards. If he earns less than 10 points, he will have time-out and not be able to go to playtime the next day.

Day	 2 points	 1 point	 0 points
Lesson 1			
Playtime			
Lesson 2			
Lunch time			
Lesson 3			
Playtime			
Lesson 4			
Total Points			
Comments (School)			
Comments (Home)			

Signed: (Head teacher or Deputy) _____

Signed: Parent _____

Appendix 3: Personal Behaviour Plan

NAME:	D.O.B:	CLASS:
TEACHER:	DATE:	DATE REVIEWED:

<p>ENVIRONMENTAL NEEDS:</p> <ul style="list-style-type: none">• PECS book• Now/Next/Then board• Visual Timetable• Workstation• Sensory diet• Sensory circuit• Choosing time• Visual support• 1:1 support <p>STUDENT MODE OF COMMUNICATION:</p> <p>PECS, some single words</p>	<p>Likely to react badly to:</p> <ul style="list-style-type: none">• wanting something he can't have• things being taken away from him• changes in routine• coming in from playtime• being asked to do an activity he doesn't want to do <p>Likely to respond well to:</p> <ul style="list-style-type: none">• food• fruit time• <u>lpad</u>• choosing time• consistent routine and expectations
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Appendix 4: Playtime/Lunchtime Behaviour

Pupils are expected to follow the same school rules throughout the school day.

Lunchtime Expectations:

In the lunch hall	
Children should; <ol style="list-style-type: none">1. Enter the lunch hall in a calm and respectful manner2. Listen carefully to and follow instructions3. Speak in a quiet voice only to the children on the same table and never when food is still in the mouth4. Wait patiently for food5. Never shout, run or disrupt other's meal	We try our best We are good sports We are honest We treat everyone as we would want to be treated We keep our hands, feet and objects to ourselves and only use kind words
Lining up	
Children should; <ol style="list-style-type: none">1. Listen carefully to and follow teacher's' instructions2. Leave a space between them and the next child3. Stop talking, playing4. Never shout, push or disturb others	We try our best We are good sports We are honest We treat everyone as we would want to be treated We keep our hands, feet and objects to ourselves and only use kind words
In the playground	
Children should; <ol style="list-style-type: none">1. Only enter the playground with adult supervision2. Be mindful of others and share the space3. Share equipment fairly4. Try to resolve conflicts in a gentle way - use TAG5. Understand, agree and follow the rules of any game6. Listen carefully to and follow instructions7. Never name-call or deliberately hurt another child	We try our best We are good sports We are honest We treat everyone as we would want to be treated We keep our hands, feet and objects to ourselves and only use kind words

The class which lines up first, quickly and quietly will win a Dojo Point for EVERY child in the class.

Lunchtime behaviour rewards

Pupils will continue to be rewarded throughout playtimes and lunchtimes with Dojo Points.

Lunchtime behaviour sanctions

Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
Low level Disruption	Beginning to Challenge	Serious	Very Serious	Extremely Serious
e.g. Not listening to a member of staff	e.g. Repeatedly not listening to staff Answering staff back Pushing each other	e.g. Repetitive challenging behaviour Continuing to answer staff back Hitting/kicking/Name calling	e.g. Repetitive challenging behaviour after Lunch Leader has intervened Continuing to answer staff back after Lunch Leader has intervened Continual violence	e.g. Extreme danger or violence Very serious/persistent challenge to authority Dangerous/physical abuse towards staff or pupils
ACTION: Verbal reminder Praise someone making the right choice Child has time out with staff.	ACTION: Pupil is given a warning. Pupil will be given a time out. Staff on duty must record this on CPOMS <small>This is the last reminder before the red card</small>	ACTION: Child is sent to Lunch Leader Pupil will complete Post Incident Log with Lunch Leader Letter goes home to parent	ACTION: Lunch Leader sends pupil to Headteacher/ Deputy Headteacher Parents are spoken to in a meeting with HT/DHT Pupil will complete Post Incident Log with Phase Leader if not already completed	ACTION: Parents are spoken to in a meeting with HT/DHT Pupil goes on to report card Pupil will complete Post Incident Log with Phase Leader if not already completed
Response managed by STAFF ON DUTY	Response managed by STAFF ON DUTY	Response managed by LUNCH LEADER	Response managed by HEADTEACHER/ DEPUTY HEADTEACHER (or PHASE LEADER in their absence)	Response managed by HEADTEACHER/ DEPUTY HEADTEACHER (or PHASE LEADER in their absence)

Appendix 5: Exclusions

Internal exclusions

When a pupil has continually stepped up the stages of the behaviour consequences scale then an internal exclusion may be considered. In the event of an internal exclusion, then the pupils parents will be notified by the Headteacher or Deputy Headteacher.

The Headteacher or Deputy Headteacher will decide on the length of time for the internal exclusion and will timetable for this. This will be communicated to staff via the Daily Staff Noticeboard.

The following procedures must be adhered to if the exclusion is to be effective:

- The class teacher of the excluded pupil will need to set work for the pupil to complete.
- Set work should be send to the Headteacher's office BEFORE the beginning of the school day.
- This work should be challenging enough for the pupil, but should be accessible to allow the child to complete it unaided.
- If you are supervising the pupil, you should not get in to a discussion with the pupil about their work. If they are stuck, then you should tell them to move onto the next question. If you feel that a pupil is doing this to avoid work, you should tell them there will be a consequence for incomplete work.
- Work is not expected to be set for during the lunch break. During this time the pupil will have their lunch and will then read.
- If the child needs to go to the toilet during the day, then they should be escorted by a member of staff.
- The pupils should be escorted to get their lunch.
- If you encounter the pupil moving between areas within the school, please do NOT engage with them.
- If the pupil's behaviour should become violent or aggressive, then staff should contact the Headteacher or Deputy Headteacher immediately.
- The pupil should not be left on their own at any time.

External exclusions

External exclusions are very rare and are only issued by the Headteacher (or Deputy Headteacher in his absence).

Pupils who are excluded should be provided with work for the duration of their exclusion (up to 5 day, if an exclusion is more than 5 days then the Local Authority will provide an additional placement).

All external exclusions are reported to the local authority and are followed up with a return to school meeting.