



# **BEHAVIOUR AND EXCLUSION POLICY (PRIMARY)**

## **Document Detail**

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## **Approvals**

<b>Name</b>	<b>Position</b>	<b>Signature</b>	<b>Date</b>
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J D Leam	Chair of Trustees	<i>J D Leam</i>	6 December 2021

## Document History

<b>Version</b>	<b>Date</b>	<b>Author</b>	<b>Note of Revisions</b>
1	September 2021	J Tomlinson	<p>This policy has been brought in line with the Trust policy for secondary academies. It has been amended to ensure it is appropriate for the primary academies:</p> <p><b>Section 8</b> Step out as an alternative to permanent exclusion.</p> <p><b>Section 11-15</b> Exclusion information included as part of the behaviour policy instead of a separate document.</p> <p><b>Section 18</b> Inclusion of the latest 2018 guidance on screening, searching and confiscation.</p> <p><b>Appendix 1</b> Levels of behaviour</p>

## 1. Context

The Accord Multi Academy Trust (the Trust) has a duty to establish a policy for its primary academies to deal with issues of behaviour and exclusions. It is vital that we look to:

- create a learning environment in which all pupils are safe, happy, healthy and able to achieve their full potential;
- create an environment where all pupils have an opportunity to access their education;
- develop independent learners who understand their worth and responsibilities at the Academy and in the wider community.

This policy should be read in conjunction with each Primary Academy's Anti-Bullying Policy, Drugs Education, RSE, Teaching and Learning and Uniform policies.

## 2. Values, Moral Code and the Ethos of the Trust

The Trust aims to develop pupils into rounded individuals who respect each other, the environment and property, alongside honesty, trust, fairness and toleration of the views of others. These values are reflected in the ethos of the Academy, which is communicated by, and in the following:

- assemblies;
- curriculum;
- encouraging achievement and effort;
- involvement in the Academy community;
- charitable works;
- involvement in the wider community.

## 3. Inclusive approach

The Trust believes all pupils have the right to the best education possible and in ensuring this, we adopt an inclusive approach for all, and ensuring we are Trauma Informed across the Trust. This may include support for pupils from a variety of personnel and services available to the Academy, such as:

### Teaching and Support staff

Who will be supportive of pupils, listen to their views and challenge them to meet the high expectations set of them, in a clear and consistent manner.

### Curriculum Leaders

Who will quality assure teaching and learning within their areas to ensure rigour and challenge for all pupils. They will also support teachers and pupils to ensure there are purposeful learning environments.

### Learning Mentors and SENDCos

Who will support pupils and families in ensuring each pupil maximises their potential in the Academy. This will include recognition of positive behaviours and if occasion arises intervene

where pupils are repeatedly unable to meet Academy expectations. They will also support with all pastoral enquires for pupils.

### Senior Leaders

Who will support whole Academy strategies and incidents of escalated behaviours.

Additional specialist support may come from a variety of different sources within each Academy and across the Trust, through partnership arrangements.

## 4. Relationship with Parents / Carers

The best outcomes for pupils are secured when the Academy and parents / carers work together.

This is best achieved by:

- ensuring good communication via Seesaw, Teams and Behaviour charts/books where necessary;
- ensuring parents / carers read and sign the Home/Academy agreement, in support of the Academy's high expectations;
- involvement in regular progress checks, via reports, Parents' Evenings and contact with teachers;
- working effectively with the Academy to support any interventions provided; ensuring pupils attend daily and on time.

## 5. Expectations of Pupils

<b>In lessons</b>		
<b>Ready</b>	<b>Respectful</b>	<b>Responsible</b>
<ul style="list-style-type: none"> <li>• Arrive on time for the start of the academy day.</li> <li>• Line up promptly after breaks and lunches and be ready to learn.</li> <li>• Take care of school equipment</li> </ul>	<ul style="list-style-type: none"> <li>• Listen silently when other people are speaking.</li> <li>• Show respect at all times and respond appropriately to adult direction.</li> <li>• Celebrate your own and others successes.</li> <li>• Speak to others appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>• Engage fully in your learning.</li> <li>• Look for opportunities to improve your learning and act on feedback given.</li> <li>• Work collaboratively with others.</li> <li>• Ensure your books are neat and well presented.</li> <li>• Mobile phones are only allowed in Year 5 (aged 10 and above) and 6 and must be switched off and handed in to the school office.</li> </ul>

<b>Around the Academy</b>		
<b>Ready</b>	<b>Respectful</b>	<b>Responsible</b>
<ul style="list-style-type: none"> <li>• Arrive on time for the start of the academy day.</li> <li>• Wear full uniform and extreme hairstyles are not permitted.</li> <li>• Line up promptly after breaks and lunches and be ready to learn.</li> <li>• No jewellery apart from stud earrings and watches. No smart watches.</li> </ul>	<ul style="list-style-type: none"> <li>• Speak to everyone in the academy community with courtesy.</li> <li>• Celebrate your own and others successes.</li> <li>• Ensure that the academy buildings and facilities are free from graffiti or damage.</li> </ul>	<ul style="list-style-type: none"> <li>• Walk around the academy calmly and safely.</li> <li>• Be considerate of others on the corridors.</li> <li>• Ensure that litter goes into the bins.</li> <li>• Remain only in the areas of the academy that are permitted.</li> </ul>

The examples above are just that, and mean that there may be other expectations that fall into these categories.

## **6. Mobile Phone Etiquette**

It is our policy in school that children do not bring mobile phones into school unless they walk home alone. Only children in Year 5 (after age 10) and 6 are allowed to walk home alone. Mobile phones must be handed in and switched off at the office as the children come in to school and collected as they go home.

## **7. Consequences of not meeting expectations:**

Pupils may, on occasion, make poor choices regarding the way they behave in the Academy, which could be the by-product of a number of reasons, including challenging home circumstances, child protection and safeguarding issues and various serious family issues. The Trust will always try to support pupils in improving their behaviour by implementing appropriate interventions at various stages starting with classroom practice. However, where pupils make poor choices and threaten their own learning or that of others it will not be tolerated. A series of strategies will then need to be used to bring about changes to these behaviours.

The aim of these strategies is to encourage pupils to comply with the Academy rules and re-engage with learning.

In some circumstances, the Academy Education Committee (AEC) and the Headteacher will need to act to ensure that the behaviour of a minority does not undermine the education of the majority or threaten the wellbeing of others, the Academy, or its community: this may result in exclusion.

## **8. Golden Time:**

The behaviour management system is based upon a system of golden time which is designed to provide pupils with choices. The purpose of the system is to support learning by tackling and dealing with low-level disruption, which undermines the pupil's own learning and that of others. This may include (although this list is not exhaustive):

- Defiance
- Disruption
- Refusal to do as asked
- Poor quality work
- Lack of work completed

The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation. The severity of the sanction (levels) will match the severity of the incident (behaviour types see appendix 1)

Sanctions may include:

### **Level 1**

- Non-verbal communication;
- Reaffirm positive behaviour;
- Direct positive communication.

### **Level 2**

- Moving the child;
- Time out;
- Ask the child to repeat the work;
- Withdrawal of break or lunchtime play,
- Sent to another teacher.

### **Level 3**

- Withdrawal from other activities;
- Use of behaviour logs.

### **Level 4**

- Sent to SLT;
- Involvement of Parents;

### **Level 5**

- Step out;
- Exclusion.

## 9. Step-Out

Occasionally a minority of pupils may repeatedly breach Academy expectations or behave in a way that warrants a Fixed Term Exclusion. The Academy seeks to prevent all Fixed Term Exclusions where possible and as such the Academy may decide to sanction pupils by sending them for a period of time at a partner Academy (California Drive), in a designated area for reflection. This may include (although this list is not exhaustive):

- An accumulation of sanctions over time
- A serious one-off incident

On these occasions' parents / carers will be informed and it is then the pupils' responsibility to arrive at that Academy on time, dressed in full Academy uniform, equipped for learning and follow their expectations

Following the successful completion of this Step-Out, parents/carers will be asked to meet with a senior leader of the academy to discuss how such sanctions can be avoided in the future. The Academy will seek to support the pupils and families with any intervention / actions deemed necessary.

## 10. Partial Timetable

As an alternative to exclusion the Headteacher may, in limited circumstances, make use of a partial timetable to support a pupil. This will be agreed with parents / carers and be time limited to no more than six weeks per agreement in line with Local Authority guidance. This will be reviewed as the partial timetable progresses.

## 11. Fixed Term Exclusion

The Trust implements Fixed Term exclusions in line with Department for Education (DfE) guidance.

This states that:

*“Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. The government supports head teachers in using exclusions as a sanction where it is warranted”.*

*(DfE ‘Exclusion from maintained schools, Academies and pupil referral units in England 2017)*

All decisions to exclude are serious and only taken as a last resort where the breach of the Academy behaviour policy is significant. The following are examples;

- Swearing at an adult;
- Violence;
- Causing whole school disruption;
- Verbal abuse towards staff;

- failure to comply with a reasonable request from a senior member of staff;
- breaches of health and safety rules;
- verbal abuse of staff, other adults or pupils;
- possession of drugs and/or alcohol related offences;
- wilful damage to property;
- persistent/extreme homophobic, biphobic, transphobic (HBT) or racist bullying; persistent expression of intolerant or extremist views;
- bullying;
- sexual misconduct;
- theft;
- making a false allegation against a member of staff;
- persistent defiance or disruption;
- serious assaults or fighting;
- other serious breaches of Academy rules;
- any actions on or off site that bring the Academy into disrepute.

The length of a Fixed Term Exclusion will be decided by the Headteacher. A re-integration meeting with parents / carers and a Senior Leader takes place on the first day back from the exclusion.

After 45 days of exclusion in one academic year, the Academy recognises that it is likely to have exhausted the strategies available to it to deal with the persistent disruption to the learning of others presented by the pupil. In addition, the Academy recognises that the individual concerned will have lost so many days of learning it would be unlikely that the Academy could offer any other reasonable support. At this point, the Headteacher would review the suitability and level of provision available with a view to considering permanent exclusion.

## **12. Fixed Term Exclusion Process**

The process for issuing a fixed term exclusion is outlined as follows:

- The Academy should inform the parents / carers without delay on the day of exclusion of the specific reason for it, and the length of the exclusion. Formal notification in writing may be later if the first notice is by telephone. The formal letter will set out:
  - the full circumstances of the exclusion;
  - the length of the exclusion;
  - the right of appeal to the AEC and the LA, and the need to inform the LA in writing of their intention to make representation.
- The Local Authority is informed by filling in the relevant forms without delay.
- If during a fixed period of exclusion further evidence comes to light, the fixed period of exclusion will not be extended. Instead, a further fixed term exclusion will be issued, not exceeding 15 days total in one term, or in very exceptional circumstances a permanent exclusion may be issued to begin immediately after the fixed period. The parent / carer

should again, and without delay, be informed of the decision, and to their right of appeal. The LA and AEC must also be informed.

- A pupil who is excluded for a fixed period of up to 5 days should have work made available to do at home, and have it marked. Parents / carers are responsible for ensuring that pupils remain at home or appropriately supervised up to the 6th day of exclusion.

### **13. Permanent Exclusion**

In extreme cases the decision will be made to permanently exclude a pupil. Permanent exclusion will only be used if all reasonable steps have been taken to avoid excluding the pupil, and “where allowing the pupil to stay would be seriously detrimental to the education or welfare of the pupil or others at the Academy”. A permanent exclusion will be pursued if a one-off serious incident occurs or a continuum of poor behaviour and failure to adhere to Academy expectations.

### **14. Serious Misbehaviour**

The following are never acceptable, and the Headteacher could make a judgment to permanently exclude a pupil for offences which may include (not an exhaustive list):

- threaten or actual physical assault against another pupil or adult;
- making comments (including on social media) or displaying actions that bring the Academy or partners into disrepute;
- persistent disruption and defiance;
- persistent bullying, which could include extreme homophobic or racist bullying;
- malicious use of the fire alarm;
- any actions of a serious nature that bring the Academy into disrepute.

### **15. Permanent Exclusion process**

The parent / carer should be informed without delay, in writing, of the specific reason for the exclusion.

The detailed notification may be in a follow-up letter:

- within 15 days, and more quickly if possible, giving details of previous warnings, fixed exclusions, or other disciplinary measures taken, prior to permanent exclusions;
- containing details of the events surrounding the exclusion;
- giving information to the parent / carer about their rights, including to have access to curricular information on the pupil, and to request other educational information from the Governors.

Further Procedures will be as follows:

- the LA must be informed at once and by completion of the relevant form. This enables it to react within 20 school days from notification. Part B of this form must be sent to parents / carers at the same time it is sent to the LA, within 5 days of the exclusion;

- the AEC must be informed immediately, so that it can meet within 15 days to consider the exclusion and any representation. If it does not meet the LA will consider the case without its comments.

## 16. Screening, Searching and Confiscation

The Academy exercises the right to screen, search and confiscate items prohibited in accordance with the DfE guidance '[Screening, Searching and Confiscation - Advice for Principals Headteachers, staff and governing bodies](#)' January 2018.

The key points from the guidance include:

### **Searching**

Academy staff can search a pupil for any item if the pupil agrees. (The ability to give consent may be influenced by the child's age or other factors)

Senior Leadership Team have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:

- weapons or an item which could be used as a weapon;
- stolen items;
- cigarettes, lighters, matches, vapes or other smoking paraphernalia;
- fireworks;
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or;
- to cause personal injury to, or damage to the property of, any person (including the pupil).

Headteachers, Senior Leaders and authorised staff can also search for any item banned by the Academy rules which has been identified in the rules as an item which may be searched for.

In addition to the practice identified in the DfE guidance, Accord MAT Academies also ban the following items and as a result are able to search pupils for them:

- Any item brought into the Academy with the intention of the item being sold or passed on to other pupils which, in the Headteacher's opinion will cause disruption to the Academy or be detrimental to Academy practice.

When searching, the guidance is that:

- the member of staff must be the same sex as the pupil being searched; and there must be a witness (also a staff member) and, if possible, they should be the same sex as the pupil being searched;
- there is a limited exception to this rule. A member of staff can carry out a search of a pupil of the opposite sex to them and / or without a witness present, but only where the staff

member reasonably believes that there is a risk that serious harm will be caused to a person if they do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.

## **Confiscation**

The Academy's general power to discipline, as set out in the DfE guidance "[searching, screening and confiscation advice for Principals/ Headteachers, school staff and governing bodies January 2018](#)" enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so.

Academy staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to Academy discipline.

Staff should hand the confiscated item to the relevant member of SLT, premises, admin staff, as soon as possible and complete the necessary information to identify the item, the date it was confiscated, the name of the pupil and the member of staff's name. Staff must not give the confiscated item to another pupil to hand in and must not leave the item in an unsecure area at any time.

Any item which staff consider to be dangerous or criminal i.e. drugs must be brought to the attention of a senior member of staff immediately.

Where appropriate items confiscated by the Academy can be collected by the parent / carers. These items will be returned to parents / carers at the end of the school day or a subsequent day.

The Headteacher will use their discretion to confiscate, retain and/or destroy any item found as a result:

- some items deemed inappropriate for return will be disposed of;
- where alcohol has been confiscated, the Academy will retain or dispose of it. This means that the Academy can dispose of alcohol as they think appropriate (or return it to a parent / carer but this should not include returning it to the pupil);
- where the Academy finds controlled drugs, these must be delivered to the police as soon as possible but may be disposed of if the Headteacher thinks there is a good reason to do so;
- where the Academy finds other substances, which are not believed to be controlled drugs these can be confiscated where a teacher believes them to be harmful or detrimental to good order and discipline. This would include, for example, so called 'legal highs. Where staff suspect a substance may be controlled they should treat them as controlled drugs as outlined above;
- where they find stolen items, these must be delivered to the police as soon as reasonably practicable – but may be returned to the owner (or may be retained or disposed of if returning them to their owner is not practicable) if the Headteacher thinks that there is a good reason to do so;

- where a member of staff finds tobacco or cigarette papers they may retain or dispose of them. As with alcohol, this means that the Academy can dispose of tobacco or cigarette papers as they think appropriate but this should not include returning them to the pupil;
- fireworks found as a result of a search may be retained or disposed of but should not be returned to the pupil;
- where an article that has been (or could be) used to commit an offence or to cause personal injury or damage to property is found it may be delivered to the police or returned to the owner. It may also be retained or disposed of;
- where a member of staff finds an item, which is banned under the Academy rules they should consider all relevant circumstances and use their professional judgement to decide whether to return it to its owner, retain it or dispose of it;
- any weapons or items which are evidence of a serious offence must be passed to the police as soon as possible or retained whilst the Academy carries out its own investigation;

### **Screening**

Schools and Academies have a statutory power to make rules on pupil behaviour and their duty as an employer to manage the safety of staff, pupils and visitors enables them to impose a requirement that pupils undergo screening if required.

Any member of Academy staff can screen pupils if this course of action is required.

### **17. Use of Reasonable Force**

Please refer to the DfE guidance '[Use of reasonable force - Advice for Principals / Headteachers, staff and governing bodies](#)'.

In accordance with the DfE guidance and the Academy 'Reasonable Restraint' Policy:

- the use of force can only be regarded as reasonable if the circumstances of the particular incident warrant it;
- the degree of force employed must be in proportion to the circumstances of the incident and the seriousness of the behaviour or the consequences it is intended to prevent.

All members of Academy staff have a legal power to use reasonable force. This power applies to any member of staff at the Academy. It can also apply to people whom the Headteacher has temporarily put in charge of pupils such as unpaid volunteers, cover staff or parents / carers accompanying pupils on an Academy organised visit.

### **18. Discipline Beyond the Academy Gate**

Parents / carers are encouraged to report criminal behaviour, anti-social behaviour and serious bullying incidents that occur anywhere off the Academy premises which pose a threat to a member of the public or a pupil to the police as soon as possible.

If a member of the public, Academy staff, parent / carer or pupil reports criminal behaviour, antisocial behaviour or a serious bullying incident to an Academy member of staff the Headteacher

or a senior leader must be informed. Where necessary the police may be informed. In addition, if the Headteacher or senior leader considers that the behaviour is linked to a child suffering or being likely to suffer significant harm the Academy's Safeguarding Policy will be followed.

For health and safety reasons, very high standards of behaviour are expected on Academy residential and day trips. The Academy will use the same behaviour sanctions that are applied to incidents of misbehaviour that occur on the Academy site.

Where poor behaviour occurs when a pupil is travelling to and from the Academy, the Academy reserves the right to issue a sanction, or a fixed term or permanent exclusion, particularly in relation to violent conduct e.g. a physical assault or bullying incidents.

Pupils are encouraged to wear their Academy uniform correctly when travelling to and from the Academy and must not be involved in behaviour that could adversely affect the reputation of the Academy.

## Appendix 1

### Behaviour type levels

This is not an extensive list although it is intended to give guidelines for staff, parents and the governing body.

#### Level 1 - loss of 1 minute

- Poor effort when completing work;
- Excessive talking when not appropriate;
- Shouting out in class;
- Wandering around the class;
- Making silly noises;
- Rocking on a chair;
- Not listening;
- Talking in assembly;
- Wandering around the classroom during lessons;
- Fidgeting;
- Not co-operating in a group situation.

#### Level 2 - loss of 3 minutes

- **Repeated instances of level 1 behaviour types;**
- Refusing to follow an adult's directions;
- Pushing/shoving;
- Throwing objects;
- Possession of an inappropriate item;
- Refusing to complete work;
- Careless treatment or not looking after their own or others property;
- Spitting;
- Deliberate disruption of lessons;
- Unwillingness to co-operate;
- Swearing;
- Not completing homework;
- Not having PE kit in school;
- Not having your reading book twice in a week.

#### Level 3 - loss of 5 minutes

- **Repeated instances of level 2 behaviour types;**
- Damaging property (with intent);
- Spitting at others;
- Graffiti;
- Threatening behaviour;

- Persistent problems with homework;
- If you are sent out of class;
- Not doing as asked by an adult;
- Rudeness or answering an adult back;
- Swearing at someone;
- Severe disruption of a lesson;
- Leaving the classroom without permission;

#### **Level 4 – sent to a member of the SLT**

- **Repeated instances of level 3 behaviour types;**
- Lashing out –kicking, punching, severe pushing etc;
- Bullying;
- Racist comments;
- Impulsive or ‘hot head’ fighting;
- Knocking items (furniture) over.

*If a child loses all their golden minutes in a week, they should be sent to a member of the SLT.*

#### **Level 5 – exclusion**

- **Repeated instances of level 4 behaviour types;**
- Lashing out at an adult;
- Violent behaviour, persistent aggressive behaviour;
- Vandalism;
- Leaving school without permission;
- Continuation or redirection of bullying;
- Theft.