

Brierley Hill Primary School



Behaviour Policy



Also see

Child Protection and Safeguarding Policy
Anti-Bullying Policy
Behaviour Principles Statement
Data Protection Policy

Statutory Requirement:

Required

Required on website:

Required

Complete if Applicable

Responsible Person: Headteacher/SLT/Pastoral Lead

Date Approved: September 2024

Review Cycle: When required

Daye of Next Review: July 2026 or when required due to change in guidance

Approval level: Head Teacher

Complete if Applicable

Print Name: _____

Signature: _____

Date: _____

By signing this policy, I am showing I have read, understood, and will abide by this policy during my time with Brierley Hill Primary School.

School Philosophy

The School believes that the development and encouragement of good behaviour is at the centre of a happy and effective school. It is our aim to make each stakeholder feel valued and respected. We know a consistent approach is important in maintaining an effective behaviour management policy. This can only be achieved through a joint partnership between governors, staff, parents and pupils.

From an early age we attempt to show the children how to develop the skills of sharing and turn taking, how to accept others' points of view, to recognise emotions in others and to understand the relationship between cause and effect in the way they behave.

By allowing the children to access and experience choices beyond a limited knowledge of options (that are normally negative) we strive to allow them to develop their emotional intelligence.

We aim:

- To encourage the development of independence and the fostering of self-discipline, co-operation, tolerance and respect for others.
- To ensure there is a clear system of rules, rewards and sanctions which are known by staff, children, parents and governors and are used consistently and fairly.
- To teach, through the school curriculum, appropriate values and attitudes.
- To emphasise the promotion of good behaviour, providing children with choices that deter anti-social behaviour.

THE SCHOOL WILL USE THE FOLLOWING GUIDING PRINCIPLES OF GOOD PRACTICE

Establish Good Habits

- We aim to help pupils establish regular, punctual attendance and good behaviour from the start of their life at Priory. We will involve parents/carers in the process.

Early Intervention

- In school there will be prompt intervention where behaviour is poor, using the Good to be Green system so that it is clear that this will not be tolerated.

Rewarding Achievement

- We wish to promote good behaviour by rewarding those children who consistently behave well. There will be regular positive recognition of individual pupils or class achievements in behaviour through mention in Praise Assembly, certificates, stickers, House Point charts.

Supporting Behaviour Management

- The 'Good to be Green' system promotes behaviour management throughout the school. Further techniques include Circle Time and PSHE which are used to improve and maintain high standards of behaviour and discipline throughout the school.

Identifying and Addressing Underlying Causes

- We recognise that all behaviour is a form of communication. Poor behaviour may stem from difficulties in understanding lessons, keeping friendships or changing home circumstances. We will aim to provide the relevant support, whether it is academic or social, as is required.

Behaviour Policy Statement

Children learn best when they are happy, confident and secure in the knowledge that they are appreciated and valued. We actively seek to promote a caring community at Brierley Hill, in which responsibility, consideration for others and politeness are highly valued and encouraged. Maintaining this purposeful working environment means we have high expectations of everyone working in the school.

It is expected that staff at all levels apply the rewards and sanctions as laid out in this policy. With this in mind regular updates to staff including our lunchtime supervisors takes place. Policies for new staff induction, supply staff, volunteers in school and students on teaching practice all include reference to the behaviour systems we use in school.

We have three clear school rules:

- **Follow instructions**
- **Use kind hands and feet**
- **Use kind words**

We encourage through praise and reward. In class Carrots are rewarded for good attitudes to learning and work. Posters in classrooms or on classroom doors explain the rules that have been negotiated between each year group's children and adults.

In addition to these rules we encourage older pupils to take more responsibility for their own actions. Part of our PSHE programme will show how to avoid or defuse threatening situations.

The role of Parents and Carers

Parents can help by:

- Recognising that an effective school behaviour policy requires close partnership between parents, teachers and children.
- Discussing school rules and where appropriate personal targets with their child, emphasising their support of them and assisting when possible with their enforcement.
- Attending Parents Evenings, parent's functions & developing informal links with the school.
- Knowing and respecting the fact that teaching and learning cannot take place without firm but fair discipline.
- Sharing any medical conditions, personal, social or other contributing factors that could affect a pupil's performance and behaviour.
- Remembering that staff deal with behavioural problems patiently and positively. That they have the needs of that child and the other children in their care at the forefront of their minds.
- Sharing any concerns about the way their child has been treated by making an appointment to see teacher who has dealt with their child. If the concern is not easily alleviated, then the teacher should refer the grievance to the Head Teacher or in their absence the deputy.

The role of staff

At all times staff should encourage good behaviour choices through praise and rewards. A series of rewards and sanctions has been outlined in this policy that should be adhered to consistently throughout the school.

No member of staff must in any way physically chastise a child. If there is a need for sanctions then the following may be used, depending on each child's needs:

- Redirect to another activity.

- Talk to the child – discuss what has happened and re-iterate appropriate forms of behaviour.
- Discussion of events to a group or whole class.
- Move the child from the group to work on their own. This should be within the classroom.
- Repeat or complete work in own time (if in school this must be supervised).
- Miss playtime/lunchtime
- Referral to the Head Teacher, deputy, assistant heads or pastoral team.
- Immediate removal of the child from the class or playground for a serious indiscretion such as violent conduct, racism, foul language or a refusal to follow instructions or persistent disruption. A sensible child should be sent to find the head, deputy or learning mentor who will remove the child from the classroom or playground. Serious incidents or consistent disruption should be recorded on CPOMS in the learners behaviour File.
- Behavioural modification programme for persistent problems that are occurring on a daily or weekly basis. This should be done in consultation with the Phase Leaders and the SENCO as this constitutes a SEN Passport. At this stage parental involvement will be sought.

Good To Be Green system

In each classroom there is a chart displaying the child's name and behind each name the child has three cards which are used alongside positive reinforcement of the school code of conduct. There are 3 school rules that are displayed in all classrooms:

- Follow instructions
 - Use kind hands and feet
 - Use kind words
1. **Green Card** – the majority of children will have a green card displayed by their name. This is because they have been following the school consistently.
 2. **Verbal Warning** – if a child is displaying inappropriate or disruptive behaviour, they will be given a verbal warning to remind them of our expectations.
 3. **'Stop and Think'** - this card is given if the child has not corrected the behaviour after the verbal warning.
 4. **Yellow Card** – if a child needs reminding of our expectations on more than one occasion, they will be told to change their card to yellow. The child will then miss part of their social Time if they gain more than two within the week. The card will remain on yellow until the end of the lesson when the card will be changed to green ready to start the new lesson.
 5. **Red Card** – if a child continues not to follow the school rules, they will be requested to change their card to red. The child will then spend ten minutes in 'time out' during social time. A conversation between the class teacher and the child will take place as part of our restorative practice before the child then returns to Green, ready for the next session/lesson.
 6. There will be rare occasions where a child's behaviour will take them straight to red, eg: physical fighting and verbal abuse. This has the same consequences as previously. If behaviour is deemed very serious, then a member of the Senior Leadership Team will be called upon to remove the child from the classroom and parents/carers will be invited into school to discuss behaviour.

Behaviours

For the purpose of this Policy, unacceptable behaviours are defined as “serious unacceptable behaviour” as: any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour, including, but not limited to:

- Discrimination – not giving equal respect to an individual on the basis of disability, gender, race, religion, age, sexuality and/or marital status
- Harassment – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- Vexatious behaviour – deliberately acting in a manner so as to cause annoyance or irritation
- Bullying – a type of harassment which involves criticism, personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual
- Cyberbullying – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy
- Refusing to comply with disciplinary sanctions
- Theft
- Swearing, racist remarks or threatening language
- Fighting or aggression
- Spitting and biting
- Lateness
- Shouting in class
- Talking when others are speaking
- Swinging on chairs
- Fidgeting
- Running around the classroom or school
- Inappropriate body language with others, such as not keeping hands to oneself
- Throwing items either in the classroom or on the playground
- Failure to complete classwork and not concentrating on tasks
- Rudeness and not using manners
- Telling lies
- Lack of correct equipment
- Refusing to complete homework, incomplete homework, or arriving at school without homework
- Not following classroom rules
- Disruption on public transport
- Use of mobile phones
- Graffiti

Rewards

We recognise that to maintain high standards of behaviour great emphasis needs to be placed on rewards. This policy is designed to promote good behaviour, rather than merely deter inappropriate behaviour. Children will achieve more, be better motivated and better behaved when we commend their successes and emphasise their potential.

A range of rewards used by our school for both individual reward and group include:

- Badges/stamps/stickers for quality work or praiseworthy behaviour.
- Carrots that are awarded singularly for quality work or praiseworthy behaviour
- Pupils being sent to other staff (often members of the SLT) to celebrate quality work or praiseworthy behaviour.
- Dip in the box/small prizes in classrooms
- Praise both written and verbal. This can often be an effective strategy to bring disruptive pupils back on line, by praising a child acting appropriately the disruptive pupil is reminded of acceptable standards without causing further disruption to the flow of a lesson or assembly.
- Displays celebrating pupil's work to show individual achievement both in and out of the classroom are actively encouraged.
- Class attendance and punctuality awards that are presented weekly.
- Group reward time
- Certificates that are awarded for being chosen by their class teacher an outstanding pupil and will gain a golden envelope and then half termly in literacy, maths or for attitudes to learning. It is important that this choice is based on an individual's efforts measured against their own normal standards of work or behaviour. Although every effort will be made to include every pupil it is based on real effort on the part of the child and consequently it is possible that in an academic year not every class member will receive this commendation.
- This achievement assembly also celebrates success outside of school where children are allowed to show rewards gained for extracurricular activities.

Sanctions

Although **our behaviour policy is based on praise and reward** there are times when a system of sanctions has to be put into effect. An important part of the behaviour policy is the consistent use of these sanctions. The children need to know that these will be consistently and strictly adhered to if they choose to disregard our school rules.

Early Years & KS1 behaviour support - reset at the start of each session.

Children start the morning or afternoon session on 'Green'. Good behaviour can be reward by moving onto Silver or Gold.

However, should their behaviour dip this moves to a warning card- 'yellow'. Should it continue to disrupt teaching and learning it moves to 'Red'. If they continue to be disruptive another adult takes the child to the KS phase leader. If the behaviour continues to unravel then two sensible children or another adult is sent to the office to enlist the support of a member of the Pastoral Team who will make their way to the classroom. **Under no circumstances should disruptive children be either sent out of the classroom or sent to the office – they must be collected by a member of the Pastoral team or Senior Leadership Team.**

A child may move back from red or amber once they start to make the right choices.

KS2 behaviour support & consequences – In KS2 we adopt a slightly different system to reflect the growing maturity of the children. As is the case in KS1 these are ‘reset’ at the beginning of each session. The series of consequences is as follows:

1. Non-verbal communication, ‘The Look’. Disapproving eye contact.
2. A quiet word reminding the pupil of appropriate behaviour. Ideally this should be individually. Proximity teaching where the teacher positions themselves near to the child should also be considered.
3. The entire session working in their own space. This is at the teacher’s discretion as to whether it be until a playtime or lesson swap or for the entire morning or afternoon.
4. Child being kept back to discuss their behaviour. In the first instance this would be the teacher or Phase Leader. In their absence or unavailability an office team member will enlist the support of a member of the Pastoral team or Senior Leadership Team.
5. At this stage an entry should be made onto CPOMS. A senior leader will discuss the issue at this earliest convenience and decide on whether parents/carers are to be informed.
6. Should the child be returned to class and continue to act in a disruptive manner the head or learning mentors help should again be requested and that child will be withdrawn from the class. Parents/carers will be automatically being informed of this by the head or in his absence the deputy.

Managed loss of social time

Children unwilling or unable to follow the rules will have their free time managed and activities directed. These activities will concentrate on developing a range of basic social skills which will enable these children to interact positively with their peers, adults and the wider community

For very serious incidents such as bullying, violence, racism, bad language or refusal to follow instructions a ‘fast track’ referral is made to the senior leadership team, either deputy or member of the pastoral team. They will then remove the child, if deemed appropriate. Again, any such event must be recorded on CPOMS.

Sexual Harassment and harmful behaviours

Brierley Hill Primary School will not accept such behaviours. We live by ‘we cannot say it is not happening in our school’ motto. Any concerns or disclosures will be dealt with immediately by the Designated Safeguarding Lead. This will be to support both the victim and perpetrator. There is a process that will take place once all information is gathered, this is outlined in our Sexual Harassment and Harmful behaviours Policy. The sexual harassment policy explains this in depth.

Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how ‘small’ they feel it might be.

The school’s response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Actions for sexual harassment and violence may include:

There is a flow chart of Brierley Hill's response to such incidents. It needs to be one of the four responses but based on the individual circumstances.

Restorative work with internal staff

Referral to external support services

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

Responding to a report

Carrying out risk assessments, where appropriate, to help determine whether to:

- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

Please refer to our child protection and safeguarding policy for more information.

Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised trip).

Inclusion

Some children may not be able to access or respond to our behaviour system due to their additional needs, therefore appropriate adaptations will be made in collaboration with outside agencies and parents. This may involve:

- Team Around the child meetings
- Behaviour targets set on the Individual Target Plan in the planner
- Reward/behaviour charts tailored to the child's needs
- Support from the Sycamore centre
- Educational Psychologist
- Designated time with key adults in school
- Inclusive Pathways

Reintegration back to class- Emotion Coaching

Where incidents of serious breaches of the school behaviour policy take place the Senior Leader and/or Pastoral Team member will apply Emotion Coaching strategies when collecting children. We view anger and poor behaviour as a symptom of need, a need that needs to be explored and where reasonably possible met.

In the immediate aftermath of a serious breach of our behaviour policy three steps are applied, namely:

1. Validating feelings, affirming the problem and empathising

This involves recognising and understanding that the child is upset. The staff member explores what the problem is and repeats it back to the child to ensure this is indeed the trigger. The staff member also shares how they'd feel if the trigger for their behaviour had happened to them.

2. Co-regulating and setting limits

Here the priority is to calm the child. This could be through breathing exercises or by taking the child to a safe place. Clear boundaries are set in terms of acceptable behaviour here and now, e.g. 'We're going to walk together to a safe space and you can't run off, scream or hit.' The child is given time to calm down before step 3 is applied.

3. Problem solving

Once the child is calmer and able to think more clearly we explore the feelings of anger, hurt or frustration. Then we scaffold ideas and actions the child could have taken and could take in the future. By doing so we empower the child to overcome difficulties and manage their own feelings & behaviour.

Once the process has been followed the Pastoral Care Team will meet to discuss whether further support is necessary. This could involve nurture work, anger management or a series of Emotion Coaching interventions to explore wishes and feelings. Alternately a Behaviour Support Plan may be put in place. This is best done alongside parents and carers as the behaviours are likely to be similarly reflected in the home and a consistency of approach is pivotal in addressing more extreme behaviours.

Positive Handling

If the Emotion Coaching approach has not worked then in the most extreme circumstances physical restraint may have to be applied. School staff, supply teachers or students on teaching practice should not physically restrain children unless there is as clear risk to the safety of the child, other children or themselves. In such extreme circumstances the need to use any form of physical contact to restrain a child must be reported to the head teacher and recorded in Bounded book. Supply staff and student teachers will be required to write a written account of the incident and sign it before leaving the premises.

There is trained staff in designated areas in positive handling and restrictive support, these include Lana Duffin, as a senior leader.

Further guidance on Physical Restraint of Children can be found in the following publication form

[Use of reasonable force in schools - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

This should only happen in the most serious of incidents where the child is in danger of significant self-harming, significant harm to others or causing significant damage to property.

If a child attacks another child or adult and does not respond to requests to calm down, then physical restraint may be necessary. **This should only occur in the most extreme of circumstances and in line with government guidelines on the restraint of children.** The child should be removed from the situation as soon as possible and taken to a member of the Senior Leadership Team. Ideally the member of the SLT will have been sent for and will remove the child themselves using a variety of de-escalation strategies. In certain circumstances it may be more advisable to allow the pupil a cooling down period before removal is taken. They will take immediate action to involve parents. The incident must be recorded on CPOMS and the Bounded book and presented to the head teacher or in their absence deputy or safeguarding lead prior to leaving school for the day. The Head teacher or Deputy will work with the member of staff and parents to devise an action plan to meet the child's needs. This may involve the involvement of outside agencies such as children's services or psychological services.

Senior Leadership Plan

It is the responsibility of the SLT (head, deputy and assistant heads) to monitor Behaviour on CPOMS and class charts to examine trends and try to intervene before problems become deep rooted.

- Persistent misbehaviour is dealt with in turn by the Assistant Head, either Deputy and finally the Head teacher.
- If the child's behaviour continues to cause concern parents and possibly outside agencies are contacted. At this point an SEN/ Behaviour Passport should be produced.
- If the child's behaviour fails to improve, internal inclusion and then exclusion may follow, especially in cases where the safety of staff or other children is at risk.

There are procedures for dealing with major breaches of discipline. These are dealt with by the SLT. These come into effect once it is felt that the appropriate action is to remove the child from the point of conflict. They include:

- Verbal warning by the Head or either Deputy as to future conduct.
- Withdrawal from the playground or classroom for the rest of the playtime, lunchtime, morning or afternoon.
- A meeting with parents/guardians informing them of the problem. If the child is in danger of significant self-harm, harm to others or damage to school property parents should be called immediately.
- A meeting with parents and a warning given about the next stage unless there is an improvement in the child's behaviour. The offer of external services will be discussed with parents that best meets the needs of each individual circumstance.
- Wherever possible senior leaders will negotiate home/school monitoring policies to try to provide conformity in how we address problems as a partnership.
- If the challenging behaviour is still not addressed, we use the learning mentor or a senior member of staff to implement a Reduction in Pupil Entitlement (RIPE) within the school day. This will be discussed based on the individual's needs and what is the best provision.
- If the problem is still severe or recurring then suspension procedures are implemented, ideally after consultation with the Governing Body and outside agencies. If the Head Teacher

or deputy feel the only appropriate course of action is immediate withdrawal, then governors and outside agencies will be informed retrospectively.

Pupils' conduct outside the school gates – teachers' powers as defined by the DfE Feb 2014

What the law allows:

Teachers have the power to discipline pupils for misbehaving outside of the school premises "to such an extent as is reasonable".

In response to non-criminal bad behaviour and bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school, teachers may discipline pupils for misbehaviour when the pupil is:

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

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

Attendance, punctuality and behaviour

Poor attendance can have a highly disruptive effect on a child's behaviour on their return to school. Children can have missed parts of a unit of work that makes it difficult to either keep up or catch-up with their peers. This naturally causes anxiety and can cause children to become disaffected and disruptive. Likewise, lateness means children miss the settled start to the school day and can again cause children to be fretful and potentially unsettled and disruptive. Miss Bowen is available to support pupils and parents with understanding attendance impact and how that presents.

Punctuality has a large impact on the start of the child's day, it is imperative that you attend school on time. Gates and classroom doors open at 8.40am and doors are closed at 8.50am. After 8.50am, you will need to enter via the main office and sign in using inventory, this has a disruptive, negative impact on the start of their learning for each child.

Dudley Local Authority's code of conduct states that for persistent absence or for holidays taken in term time Fixed Penalty Notices can be issued. This is where a child's absence has not been authorised by the school. This includes a number of unauthorised absences within a rolling academic year; one-off instances of irregular attendance such as leave of absence taken during term time without the school's permission and where an excluded pupil is found in a public place during school hours.

Leave of absence shall not be granted unless:

- an application is made in advance to the school **AND**
- The Head Teacher considers the request to have exceptional circumstances relating to the request.

If leave of absence is taken after the Head Teacher has considered it and deemed it not to be for exceptional circumstances or you do not make an application in advance, then the absence is recorded as unauthorised and may be referred to the Education Support Service (ESS) for the

consideration of a penalty notice. The decision to issue a penalty notice stands in the hands of the ESS not the school.

Searching and confiscation (taken from DfE advice February 2014)

Updated 2018 [Searching, screening and confiscation at school - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/searching-screening-and-confiscation-at-school)

Searching children

School 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. Head teachers and staff authorised by them 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. Such searches should be undertaken by a staff member who is of the same sex of the child and would ideally take place with a second member of staff present.

Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- 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).

Head teachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

During the search

What the law says:

- The person conducting the search may not require the pupil to remove any clothing other than outer clothing.
- 'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but 'outer clothing' includes hats; shoes; boots; gloves and scarves.
- 'Possessions' means any goods over which the pupil has or appears to have control – this includes desks, trays and bags.
- A pupil's possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

Schools' common law powers to search:

School staff can search pupils with their consent for any item. Schools are not required to have formal written consent from the pupil for this sort of search – it is enough for the teacher to ask the pupil to turn out his or her pockets or if the teacher can look in the pupil's bag or tray and for the pupil to agree. If a member of staff suspects a pupil has a banned item in his/her possession, they can instruct the pupil to turn out his or her pockets or bag and if the pupil refuses, the teacher can apply an appropriate punishment as set out in the school's behaviour policy.

Confiscation

School 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 school discipline. These will be kept by office staff and parents will be informed of the need for them to collect these.

Where a person conducting a search finds alcohol, they may retain or dispose of it. This means that schools can dispose of alcohol as they think appropriate but this should not include returning it to the pupil. Where they find controlled drugs, these must be delivered to the police as soon as possible but may be disposed of if the person thinks there is a good reason to do so. Where they find 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 person 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 schools 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.

School guidance for dealing with electronic devices

School advice: Children who inadvertently bring electronic devices into school are required to bring them to the school office. They will be stored there. Once handed over office staff are responsible for their safe keeping. Should such devices be lost, damaged or stolen school is responsible for the replacement of the device but not its content.

Telling parents and dealing with complaints

- Schools are not required to inform parents before a search takes place or to seek their consent to search their child.
- There is no legal requirement to make or keep a record of a search.
- Schools should inform the individual pupil's parents or guardians where alcohol, illegal drugs or potentially harmful substances are found, though there is no legal requirement to do so.
- Complaints about confiscation should be dealt with through the normal school complaints procedure.

Exclusions

These are likely to happen when we see persistent breaches of the behaviour policy or the following:

- Violence to a teacher or other adult working with children
- Violence to other children
- Health and safety issues to pupil involved and / or other pupils
- Repetition of inappropriate behaviour or severe disruption
- Gross defiance to all adults within school including refusing to co-operate with senior staff, Deputy Headteacher, Headteacher or Assistant Headteacher.
- If the behaviour continues the school may decide to utilise the Parenting Contracts developed by the LA.

Short Term suspensions

All suspensions would be discussed with the parents immediately citing reasons. Short term suspensions are administered by the Head Teacher - in their absence and in exceptional circumstances where the Head Teacher is unavailable the deputy - for very serious problems or perhaps the culmination of a documented series of lesser, persistent problems that were not resolved by setting short term behaviour plan. The Head Teacher may suspend a pupil for one or more fixed periods, for up to 45 days in any one school year. A letter must be sent to the parent/carer informing them of the reasons for the suspension and of their right of appeal. The Local Authority are informed by their electronic monitoring of school registers- Integris.

When a child returns from a temporary suspension, an agreement is arranged with the child and their parents/guardians. Normally this would again take the form of a reintegration plan. This will list the behaviours expected of the child and the support required on the part of the school and the parents/guardians. This could take the form of additional support on the playground or in the classroom, nurture or social skills work with our learning mentor, a reduced entitlement plan (where the child is in school for reduced periods of time RIPE) or any combination of these. Any child who is in receipt of a behaviour plan or reduction in pupil entitlement (RIPE) is not automatically added to the School's SEN register, but support will be put in place to reduce social and emotional barriers.

Please note: The Head Teacher may, following additional evidence coming to light, decide to move a short term suspension up to a permanent exclusion.

Permanent Exclusions

When all other sanctions have failed and all sources of support available to the school for the child have been exhausted, the Head Teacher may seek the permanent exclusion of a child from the school. This is always seen as a last resort. Before doing so the Head Teacher must:

- Allow and encourage the alleged perpetrator to give their version of events.
- Explore any reasons for their actions, e.g. provocation.
- Ensure there has been a thorough investigation and consider all evidence available at the time.
- Keep a written record of the actions taken.
- Consult with others, e.g. class teacher, our Pastoral Team, external services involved
- Take account of this Behaviour Policy, other policies that may be relevant, procedures and the law.

Once the decision has been made to issue a permanent exclusion (or short term exclusion beyond five days due to new information) the Head Teacher informs the Local Authority Access Team and Governors. The parents must be informed in writing within one working day of the exclusion citing the reasons for it, support the school has in place and the date and time of an exclusion meeting. The governor disciplinary panel must then meet within 15 working days of the permanent exclusion being issued whether or not the parent/carer wishes to appeal. Copies of all relevant paperwork must be passed to the committee's members, the parents and Local Authority Access Team at least 5 working days before the meeting sits.

The meeting would normally consist of three governors, a clerk, a Local Authority representative, the Head Teacher, the parent and any representative that they choose to bring along with them.

When the governors discipline committee meets to examine exclusions, they should consider the following:

- Is the exclusion lawful (complies with the law including all statutory guidance), the behaviour unreasonable (the behaviour is outrageous in its defiance of logic or of accepted moral standards that no sensible person who had applied his mind to the question to be decided could have arrived at it) & fair (there has been consistent application of the policy - this does not necessarily mean equal treatment).
- The circumstances in which the pupil was excluded, particularly whether the school has followed its own procedures as set out in this policy and has treated the child in a way they would treat any other.
- Whether the pupil has clearly breached school discipline in the way cited. For schools the measure applied is 'balance of probability' (it is more likely than not that this has happened).
- Any Special Educational Needs the child may have and whether these were a contributory factor in the exclusion. Where Special Educational Needs are present parents can use the SENDIASS team to support their views (contact details are included in the exclusion letter sent to parents).
- Whether returning the child to school would place either that child or others at risk of harm.

At this meeting the governor discipline committee must consider the Head Teacher's report and any representation by the parents/carers and LA. Please see Appendix A- Exclusion flowchart.

The right of appeal

If a parent wishes to challenge the decision of the governor's disciplinary committee, they should contact the Local Authority's Independent Review Panel. Guidance on how to do so will be shared at the governor's disciplinary panel meeting and in writing.