

BEHAVIOUR AND EXCLUSIONS BYFIELD SCHOOL



Approved by: Full Governing Board

Date: 14/12/17

Last reviewed on: 14/12/17

Next review due by: 14/12/19

**Signed (Chair of
Governors):**

**Signed
(Headteacher):**

Contents

SECTION ONE	3
Introduction	3
SECTION TWO – Behaviour Systemes	5
CONSEQUENCES:.....	5
Severe Clause	6
SECTION THREE - Reward Systems	7
Achievement Assembly	7
Attendance.....	8
Lunchtimes.....	8
Out of school achievements	8
SECTION FOUR - Sanctions.....	9
SECTION FIVE	11
Lunchtime Supervision.....	11
CONSEQUENCES:.....	11
SECTION SIX -Parents	12
SECTION SEVEN - Supporting children with behaviour difficulties	13
Behaviour Support Plan	13
SECTION EIGHT - Record-Keeping.....	14
SECTION NINE- Roles of Staff	14
The Class Teacher will	14
The SENCO will:.....	15
Teaching Assistants will:	15
Lunchtime Supervisors will:	15
The Headteacher.....	15
SECTION TEN - External agencies.....	16
SECTION ELEVEN - Governors	16
SECTION TWELVE - LINKS TO OTHER DOCUMENTATION & POLICIES.....	16
Appendix A – Use of Exclusion	17
Appendix 2 – Behaviour Steps	19
Appendix 3 – Lunch and Play Behaviour Steps	19

SECTION ONE

Introduction

At Byfield School we believe that there are a number of fundamental principles that underlie a productive learning environment.

- We aim to develop a strong sense of community, by paying attention to how children feel affiliated to the school. Pupils are given the opportunity to take on a wide range of responsible roles where they can develop their personal skills. Adults within our school engage with children personally and challenge them to engage in the life of the school directly.
- We believe that adult collaboration leads to better behaviour. We create a collaborative setting in which adults share information about particular children to help them learn more effectively. When we have a child with challenging behaviour we seek help widely and look for causes and then solutions.
- We believe in taking action to prevent problems arising. We recognise that any difficulty a child may be experiencing, whether in or out of school, may be contributing to his or her pattern of behaviour. We take steps to understand and analyse a child's behaviour, intervening in an appropriate way. When taking decisions of an organisational nature, we consider the effects on pupil behaviour and welfare.
- We try to promote pupil autonomy by promoting self-discipline, and active involvement in the learning process, and by showing an interest and concern for pupil development in our school.

Aims

- To create an atmosphere of mutual respect and co-operation;
- To develop a sense of community and shared values by applying positive policies to create a caring, family atmosphere in which teaching and learning can take place in a safe and happy environment;
- To help each child to develop self-respect, respect for other people, for the school environment and for property;
- Encourage relationships based on kindness, respect and understanding of the needs of others
- To encourage good behaviour rather than to simply punish bad behaviour by providing a range of rewards for children of all ages and abilities;
- To make clear to children the distinction between minor and more serious misbehaviour and the range of sanctions that will follow.
- Ensure fair treatment for all with consistency across the school
- Promote positive attitudes towards gender, culture, race and ability

We believe that these aims will be achieved if:

- Children and adults understand what is expected of them;
- Children and adults celebrate examples of good behaviour;
- All members of the school community understand that bullying in any form will not be tolerated and that there are clear, well-publicised ways of responding to any incident;
- The experience of school gives each child a sense of purpose, success and self-worth;

- The physical environment is pleasant, resources are attractive and accessible and children move around the school in an orderly way;
- Staff use a wide repertoire of rewards and sanctions and work together to maintain a high standard of behaviour and to solve problems;
- Good behaviour is expected and constantly reinforced;
- The skills needed for good behaviour, both as an individual and as a member of a group, are taught;
- Persistent negative behaviour, or isolated serious behaviour, is identified and modified through an individual behaviour plan;
- Parents are involved at an early stage when there are concerns about a child's behaviour, and parents and staff work together to agree, carry out and review the behaviour plan;
- Support from outside the school is available for children who find it particularly difficult to control their behaviour.

SECTJKN TWO Legislation and statutory requirements

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

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

SECTION THREE – Behaviour Systems

At Byfield School we have devised a set of generic rules for the whole school that are taught to the children at the beginning of the school year and revisited regularly through informal talks, assemblies and Circle Time. The rules are clearly displayed in all classrooms (a child should be able to see and read the rules from any point in the classroom). Whilst on the school premises, and travelling to and from school, we expect all children to choose to follow the rules, and all adults to work together to reinforce our expectations and remind the children of the rules. The 'Byfield Bees' are:

- Be kind to other people
- Be respectful of other people and their belongings
- Be the best you can and let other people do their best
- Be a good learner and do as you are asked straight away

In addition to these rules, we promote 6 values. With a focus on one per half term.

These are the values which enable children to be the best they can be and to work as part of a community. We believe these values are the key to lead a successful and rewarding life.

- We are Respectful
- We are Responsible
- We are Determined
- We are Caring
- We are Fair
- We are Courageous

In addition, sets of rules, consequences and rewards are taught and displayed in each classroom.

CONSEQUENCES:

Step 1 - Prompt

- Reminder of the rules – ask the child
- Child given reminder of what they should be doing.
- Suggested script: "what is our rule about..." "I need you to..." Key Stage 2 "You need to..."

Step 2 – Move

- Second warning
- Move to another seat/space away from distractions
- Child continues with work
- Suggested script: "I need you to..." (Key Stage 2 "You need to...")
- Loss of 3 minutes of break (in class)

Step 3 - Thinking Time

- 5-minute time out.
- Red Dojo
- When child returns welcome, ensure child knows what they need to do to achieve in lesson
- Loss of 5 minutes of break (in class)

Step 4 - Partner Class

- 10 minutes thinking time in partner class.
- Loss of part of lunch in corridor by offices (their age in minutes) and spoken to about behaviour.
- Teacher speaks with parents.
- Second Red Dojo

Step 5 - Headteacher

Sent to partner class for rest of session. (If children refuse to move to their partner class, they will be collected by headteacher/senior teacher.)

Loss of whole of lunch – eating their lunch first

Sad letter home by Headteacher

Step 6 – Repeatedly going up to step 5.

- If step 5 happens twice in a week Headteacher will contact parents and arrange a meeting to discuss behaviour.
- Child will be on a Report Card for 2 weeks
- If the behaviour continues during or after being on report there will be a Behaviour meeting with Headteacher and parents
- Internal Exclusion

Children will move through steps 1-4 with a fresh start the next day where possible. However if behaviours occur during the afternoon consequences will carry over to the next break time. Stages 5 and 6 will only happen once per day before moving onto next stage 6. Threatening, discriminatory or violent behaviour may progress through the stages more Quickly.

Severe Clause

For serious incidents, there will be times when children are sent straight to the Headteacher. This may lead to a formal exclusion.

SECTION FOUR - Reward Systems

Children are rewarded in a number of different ways.

Daily	Weekly	Termly
<ul style="list-style-type: none"> • Stickers • Individual reward points for children for good behaviour and good work. • work to show other teacher. • Taking work to show headteacher. • Work being put on Twitter. • Postcard home/happy letter. 	<p>Bee of the week – Individual child who has followed rules best – been hard working, and worked well with other children.</p> <p>Bee Certificate every 25 reward points. (50/100/150...)</p> <p>Presentation and Handwriting Award (Best presented work, or improvement in presentation gets award.)</p> <p>Handwriting Pen licences.</p> <p>Golden time – Time for every session where children worked hard and completed work.</p>	<p>End of term – 5 children who have most bee points from each class gets a reward afternoon.</p> <p>Positive postcards for children who worked very hard over whole term.</p>

A major aim of the school policy is to encourage all children to show good behaviour by operating a system of praise and reward. Incentive stickers are available for everyone. In addition, each class teacher gives verbal or written praise as often as possible. Our reward system is based on classdojo. Children are not reward through dojos for academic achievements (although this work is celebrated by showing headteachers, being displayed, sharing with the class, etc) - they collect positive dojos (www.classdojo.com) for good behaviour, core values and work ethic. When children earn 50 positive dojos they will receive a certificate. They can also be given negative dojos for poor learning behaviour, not following our core values and poor playtime and lunchtime behaviour.

Children are also given the opportunity to earn Celebration time on a Friday afternoon. If they complete all of their work and achieve a dojo score that is at least 90% positive, then are then able to choose from a range of activities.

Achievement Assembly

Super-hero children are also chosen at the beginning of each week – they may be random, although some children are selected if we identify they need a boost in esteem that particular week. The Super-hero child's photograph is displayed in the classroom and other children and adults are encouraged to add a post it to the poster stating why that child is a superhero.

These achievements are celebrated weekly in assembly and parents are invited to attend.

Bees of the week are chosen by Class Teachers each week. These are children who have displayed the weekly core value. The reason that they have been chosen is shared in the weekly assembly. This child's parents are invited to the assembly.

Children are also awarded with weekly certificates for Handwriting and Presentation.

Examples of the child's work are shown in assembly & the reasons that children have been chosen are shared. Children who consistently show that their handwriting is formed correctly and consistent in size are awarded their pen licence. This means that the child can use a handwriting pen instead of a pencil. The licence can be taken away if the child's handwriting deteriorates. For older children, a golden handwriting licence can be handed out to allow children to be writing in fountain pen. This is only awarded once their handwriting is of a consistently fluent and well-paced, with all letters, joins and sizes accurate.

Attendance

At the end of each term, small prizes are awarded for children who have attendance above 98% (allowing for 1 day off). At the end of the year the children who have attendance above 99% (allowing for 1 day off) for the whole year will receive a prize.

Lunchtimes

Lunchtime Supervisors award lunchtime stickers for good behaviour at lunchtimes. Children who have displayed particularly good behaviour are awarded a headteacher's sticker in the Achievement assembly. Records of all children receiving these are kept in the Lunchtime Behaviour Book. Lunchtime leaders can award Dojos for children who are particularly well behaved also.

Out of school achievements

Children are encouraged to talk about their achievements out of school during assemblies. Any certificates, medals or trophies will be shown and the child's achievements celebrated. Most children respond to this positive approach where their efforts are seen to be valued. They make considerable efforts to improve their work, and, where necessary, their behaviour.

SECTION FIVE - Sanctions

Sadly, there will be times when children display unacceptable behaviours. Children need to discover where the bounds of acceptable behaviour lie, as this is a part of growing up. Minor breaches of discipline are generally dealt with by the class teacher in a caring, supportive and fair manner. There is some flexibility and sanctions are appropriate to the age of the child.

Each case is treated individually. Generally, children are made aware that they are responsible for their own actions and that breaking rules will lead to sanctions. At all times staff should encourage good behaviour through praise and reward. No member of staff must in any way physically chastise a child or belittle a child to control behaviour. Staff should try to maintain a quiet atmosphere in their classroom. If sanctions are necessary, the following may be used, depending on each child's needs.

Other sanctions, if used, should be in the spirit of this policy.

Sanctions

- Consequences as in section 2 above.
- Scripted language is used and repeated until the child has made the correct choice.
- Verbally correct the child, being explicit about what behaviour you would like from them.
- Redirect to another activity.
- Talk to the child – discuss what has happened.
- Discussion in groups or whole class or as part of circle time.
- Where a child has not completed work to their ability, repeat it during playtime.
- Miss playtime (under supervision).
- Write a letter of apology / draw a picture.
- Loss of responsibility or privilege.
- Behaviour modification programme – setting targets.
- Parental involvement.

Major breaches of discipline include physical assault, deliberate damage to property, stealing, leaving the school premises without permission, verbal abuse, refusal to work and disruptive behaviour in class.

This type of behaviour is generally rare and it is the responsibility of the Headteacher and the SENCO will decide on the appropriate consequence or interventions. In all cases, the individual circumstances of the child and the event will be taken into account. A record of serious incidents is kept in the pupil's file. Parents have the right of appeal to the Governing Body against any decision to exclude.

In extreme circumstances, physical restraint or physical intervention to move a child to another area might be necessary. This would be carried out by a trained member of staff using the Team-teach approach. Guidance on this is given in the school's Restrictive Intervention Policy.

Off-Site Sanctions

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

Confiscation

Any prohibited items found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

SECTION SIX

Lunchtime Supervision

Lunchtime Supervisors provide the overall supervision of children, however any serious incidents are taken to the Headteacher, or senior teacher if the head teacher isn't in school. The remaining teachers are not on duty at lunchtime, but class teachers and first-aiders may be called upon for advice if necessary. In the event of the Headteacher being off site at lunchtime, a senior teacher will take responsibility for overseeing the work of the Lunchtime Supervisors.

CONSEQUENCES:

Step 1 - Prompt

- Reminder of the rules by Lunchtime Supervisor – ask the child
- Child given reminder of what they should be doing.
- Suggested script: “what is our rule about...” “I need you to...” Key Stage 2 “You need to....”

Step 2 – Move

- Second warning
- Move to another seat/area of playground away from where the problem occurred
- Child continues with play
- Suggested script: “I need you to...” (Key Stage 2 “You need to....”)

Step 3 - Thinking Time

- 5-minute time out in designated time out space.
- Teacher told and child given Red Dojo
- Name written in lunchtime behaviour book
- When child returns welcome, ensure child is refocused with a game/area where they can have a better breaktime

Step 4 – Moved off playground

- Rest of lunch or break missed in corridor by school office.
- Next break of lunchtime, writing or drawing an apology.
- Message sent home to parents.

Step 5 – Headteacher

- If step 4 happens twice in a week Headteacher will contact parents and arrange a meeting to discuss behaviour.
- Child will be on a Report Card for 2 weeks
- If the behaviour continues during or after being on report, there will be a Behaviour meeting with Headteacher and parents

Children will move through steps 1-4 with a fresh start the next day where possible. However, if behaviours occur at the end of a lunchtime, consequences will carry over to the next break time.

Severe Behaviour Clause: Threatening, discriminatory or violent behaviour may progress through the stages more Quickly.

Class teachers are informed of the decision and contact with the parent will be made if necessary. If strategies put into place, after discussions with the parent, are not effective in reducing the

inappropriate behaviour, the child may be required to go home for lunch for a period of time. (See Appendix A)

During lunchtimes, the school employs a lunchtime play leader, who has a different role to the lunchtime supervisors. The lunchtime play leader runs 30 minute sessions with the specific focus on targeted interventions to help children with teamwork, social skills, making and keeping friendships, self-esteem, and other areas are planned in if necessary. In addition to this, the lunchtime play leader runs specific sporting interventions, aimed at promoting these same skills in a sporting context.

SECTION SEVEN -Parents

Byfield School strives to create a climate where staff work in partnership with parents. We try to achieve this by supporting and involving them wherever possible. This policy of shared partnership facilitates the best possible provision for each child. Concerns expressed by parents are valued, discussed and acted upon, with appropriate steps being taken to alleviate these concerns. Parents have an important role in encouraging their children to recognise good behaviour.

Parents can help by:

- Recognising that an effective school behaviour policy requires close partnership between school and home;
- Discussing the school rules with their child, emphasising their support of them and assisting when possible with their enforcement;
- Attending Termly Learning Conferences, parents' functions and developing informal contacts with school;
- Understanding that staff deal with behaviour problems patiently and positively;
- Impressing on children that they should respect adults in school;
- Not openly criticising school in front of their children, on the internet or social networking sites;
- Encouraging children to be punctual;
- Encouraging their children to talk to adults in school if anything goes wrong.

If children have a problem in school, parents are welcome to come in and discuss it. Parents should not approach other children or parents directly. The Head teacher will notify parents of the decision to impose a fixed term temporary exclusion and if parents do not agree they can make their views known to the Governors via the School Office.

SECTION EIGHT - Supporting children with behaviour difficulties

If a child is identified as having behavioural difficulties, there are a number of systems that are in place to support them.

These are:

- Individual targets are set for each child with negotiated rewards for reaching these targets;
- Half termly reviews of progress towards targets take place;
- Children receive Teaching Assistant time in which to work on their specific targets;
- If appropriate outside agencies are involved in which to work on anger management, raising self-esteem or protective behaviours;
- Circle time groups;
- Where appropriate, a Lunchtime Group focusing on teamwork, social skills, making and keeping friendships, self-esteem, or other area if necessary.
- The child's seating positions and grouping are carefully thought through;
- All staff are informed of the child's needs and regular updates are provided;
- Where a child has a significant problem they may receive specific teaching input in behaviour modification techniques.

Behaviour Support Plan

Whilst our procedures for managing behaviour are successful in most cases, occasionally a child with specific behavioural issues may need an alternative approach if they do not respond to the regular course of action. Staff and parents will be made aware of sanctions used in these cases. These children may be given additional support and strategies to manage their behaviour which may be targeted on a Behavioural Support Plan (BSP) in line with the Special Educational Needs Policy. A Behavioural Support Plan will include:

- A description of the inappropriate behaviour
- The target behaviour (preferred behaviour)
- Strategies in place to teach target behaviour
- Know triggers
- Strategies to avoid incidents
- Adult response
- Closure
- Follow Up/Further Action 12
- Date for Review

The Behavioural Support Plan should be signed by the parent/carer and class teacher before it is implemented. A copy should be sent to the Headteacher.

SECTION NINE - Record-Keeping

Records of poor behaviour are kept on class-dojos as red dojos for minor issues. Specific children, who are consistently moving up the steps in the school sanction ladder have records kept by the class teacher. Year on Year comparisons are made and any escalation in behaviour by individuals or groups is investigated.

These children have behaviour plans in the form of one page profiles, where strategies and triggers are reviewed termly. If these strategies are not sufficient, as identified through the behaviour records, Personal Behaviour Plans will be put in place. These are regularly updated and reviewed to ensure that the child's targets are being met. Copies of working records are kept in school to inform the reviewing and planning of the Personal Behaviour Plan. They are monitored by the SENCO.

It may often be necessary to log a child's behaviour so that this information can be used to inform any decisions that are made, relating to the management of the child's behaviour.

If a child uses racist language against a member of an ethnic minority group, the appropriate paperwork should be completed in addition to sanctions given. If physical intervention is necessary, the appropriate form should be completed by the member of staff who intervened. Children who continually struggle with their behaviour may also have a Positive Handling Plan.

If an assault is made on a member of staff (either verbal or physical) the appropriate form will be completed.

SECTION TEN- Roles of Staff

As a part of the rewards and sanctions approach within our behaviour policy, all staff use behaviour modification strategies to change individual children's behaviour when it is unacceptable. Each child is different, so it is important that the cause of the behaviour is investigated and plans made to meet individual needs. There is an acknowledgement that the causes of poor behaviour cannot always be identified. These strategies include supporting a pupil during times of stress, modelling behaviour, using rewards and praise to encourage good behaviour and using small step targets for some individuals.

The Class Teacher will

- expect a high standard of behaviour from all children.
- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents

Where a child has difficulties, the class teacher will:

- Ensure that appropriate behavioural targets are set and progress towards them is being made;
- Monitor target charts and complete them as necessary;
- Monitor the child's behaviour;
- Ensure that Teaching Assistants (TAs) are spending time with the child;
- Review targets on a termly basis;

- Inform parents as to progress being made at Termly Learning Conferences

The SENCO will:

- Have an advisory role during initial contact with the class teacher;
- Where a more substantial problem exists, the Deputy Head will become directly involved with behaviour modification and liaise with external agencies including an Educational Psychologist
- Ensure that TAs are spending the allocated amount of time with the child;
- Review targets on a termly basis with the class teacher – if appropriate;

Teaching Assistants will:

- Work with children in groups or individually on targets for set periods;
- Complete working records;
- Provide more informal feedback to the class teacher relating to the child's progress;

Lunchtime Supervisors will:

- Monitor the general behaviour of children;
- Record and report back to staff relating to behaviour, where appropriate;
- Identify children who are experiencing behavioural problems on the playground for the member of the Senior Leadership team on duty, who will assess the problem.

The Headteacher

The Headteacher has responsibility for the day-to-day management of all aspects of the school's work, including the welfare and safety of pupils.

The Headteacher's responsibilities include:

- Keeping the governing body fully informed of all developments concerning the management of behaviour in the school;
- Ensuring Governors are provided with information about exclusions both fixed and permanent.
- Keeping the class teachers informed of all decisions made by outside agencies concerning children with behavioural difficulties;
- Along with the SENCo, ensure that the involvement of all appropriate external agencies aids the development of provision for children with behavioural difficulties whilst maintaining appropriate provision for other pupils in the school;
- Facilitating regular liaison time for teaching staff and support staff to discuss concerns and programmes for children with behavioural difficulties;
- Ensuring that parents are informed about the provision and procedures and liaise with parents over any concerns regarding their child's behavioural needs.

SECTION ELEVEN - External agencies

External agencies are contacted when required, to observe and assess children, to give advice to staff and to help develop appropriate programmes. Written or verbal parental agreement is required before any member of these agencies sees a child.

On rare occasions, the police might request information about a pupil, because of events in or out of school. On these occasions, the parents may or may not be informed, depending on the circumstances.

There are times when it might be necessary to disclose information to Social Services about a child. On these occasions, action will be taken in accordance with the child protection guidelines issued by Northamptonshire County Council.

SECTION TWELVE - Governors

The Governors' duties include promoting the importance of a behaviour policy to all stakeholders.

The Governor's Resource Committee has the brief of monitoring the work of the school regarding the behaviour of pupils.

Parents of excluded pupils can make representations to the Resource Committee if they feel the exclusion is not warranted.

The Headteacher will report any exclusions or behavioural issues to governors by direct contact with the Chair of Governors and through the governors' meetings.

The Governors' policy on the use of exclusion is included in this policy as Appendix A.

SECTION THIRTEEN - LINKS TO OTHER DOCUMENTATION & POLICIES

- Physical Intervention Policy
- Anti-Bullying Policy
- Safeguarding/Child Protection Policy
- SEND policy

Appendix A – Use of Exclusion

Governors' policy on the use of exclusion

In any situation where exclusion is being considered, the DfE guidance and advice will be carefully followed.

Exclusion of a pupil for any period will normally be used only after all other available strategies to improve the pupil's behaviour have been conscientiously employed.

However, as the legislation recognises, there are situations which arise suddenly and are of a particularly serious nature where exclusion will be appropriate, even though the usual procedures prior to exclusion have not been in place. This guidance tries to indicate what these situations might be and to make clear, for the benefit of the Headteacher, staff, parents and pupils, the circumstances in which the Governing Body would support the exclusion of a pupil.

Before deciding to exclude a child, the Headteacher will give careful consideration to the child's intention and motivation in the specific incident or incidents leading to the possibility of exclusion.

Whenever a child is temporarily excluded, a plan will be agreed with parents, the pupil and the staff concerned for the return of the child after the period of exclusion. The aim will always be to help the child improve his or her behaviour.

Immediate exclusion can be used where there is a threat to the safety of others in the school or to the pupil concerned. Such exclusion would usually be temporary, but in the most extreme circumstances permanent exclusion may be the appropriate response. A permanent exclusion would only be made after the Headteacher has had further opportunity to consider the incident in question. The following could be met with immediate exclusion, though this would not be an automatic response.

- Intentional violence against a member of staff or a volunteer
- Extreme violence against another child
- Extreme verbal abuse deliberately directed at a member of staff
- Possession of alcohol, drugs or cigarettes
- Sexual abuse of another child
- Exclusion as a final sanction

Where other strategies for improving the child's behaviour have failed and the behaviour is repeated or sustained, the following may also be grounds for exclusion:

- bullying of another child, in the form of physical attack, emotional abuse or through racist, sexual or other forms of verbal abuse
- verbal abuse of a member of staff
- damage to or destruction of property
- persistent disruption or disobedience which prevents other children from learning

The decision to permanently exclude is made by the Headteacher or person nominated by the Headteacher. Permanent exclusion is the last sanction and only used in extreme circumstances.

The Governors Resource Committee must then meet to consider that decision and decide to support that decision or to reinstate.

At all times the views of the parents of excluded pupils should be taken into account.

Exclusion at lunchtime

This may be used in response to incidents during the lunch break.

Intentional violence against a Lunchtime Supervisor or extreme verbal abuse directed deliberately towards a Lunchtime Supervisor may result in immediate exclusion.

Exclusion will also be considered when other strategies have failed and unacceptable behaviour such as that outlined in the previous section repeatedly occurs at lunchtime.

The maximum period for lunchtime exclusion will be three weeks. The Headteacher has the discretion to require the child to be off the premises at lunchtime for a longer period where shorter exclusions have already been used and the child continues to behave unacceptably. The child will always be offered a fresh start at the beginning of the school year.

Internal Exclusion

It is important to us at Byfield Primary School that the above exclusions are kept to a minimum where possible. Internal exclusion will therefore, be introduced as and when it is felt appropriate, as a staged sanction prior to a fixed term exclusion and / or permanent exclusion.

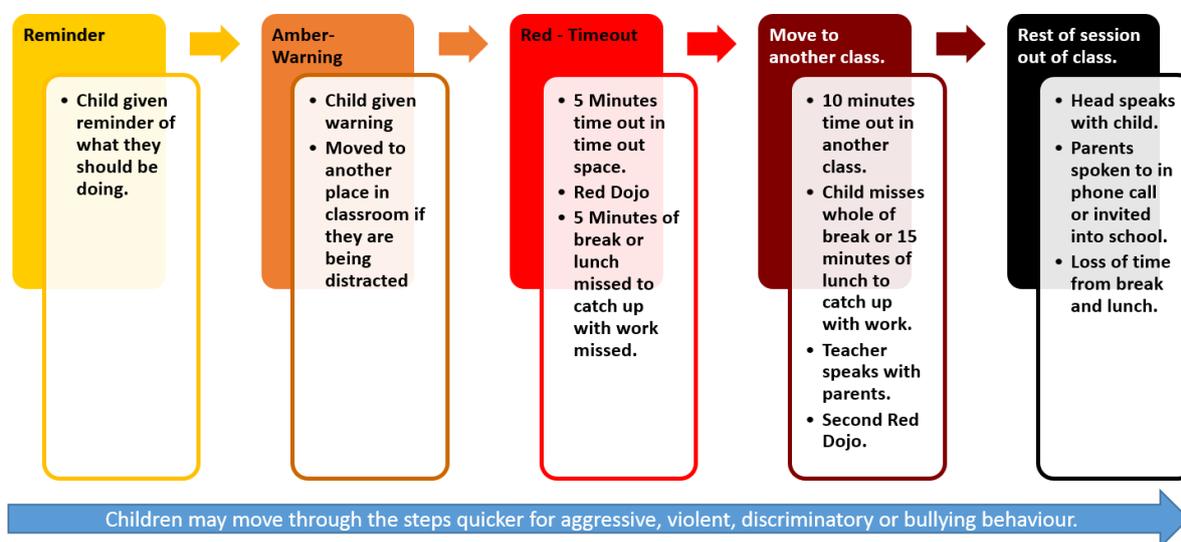
Internal Exclusion means that a child will be supervised on the premises by a member of staff but away from other children who are not internally excluded. Break times will also be timetabled at other times to children in school. Work will be provided by the school and will be completed by the child during the school day.

This sanction will be discussed verbally with the parent of the child and confirmed by letter.

NB The school is under a duty to make reasonable adjustments to its policy to ensure pupils with SEND are not discriminated against. We may, in these instances need to apply different sanctions or apply our existing sanctions in a different way to avoid putting a disabled pupil at a substantial disadvantage in relation to non-disabled pupils.

Appendix 2 – Behaviour Steps

Behaviour Steps



Appendix 3 – Lunch and Play Behaviour Steps

Lunch and Play Behaviour Steps

