

Bernards Heath Infant and Nursery School



Behaviour Policy

| | |
|-------------------|---------------|
| Review Date: | May 2023 |
| Next Review Date: | May 2024 |
| Committee: | LFL |
| Reviewed by: | Hannah Rimmer |

“Children follow people before they follow rules.”

Contents

- Behaviour Principles
- Rationale of a therapeutic approach to behaviour management
- Pro-social and anti-social behaviour
 - Relationships
 - Role models
 - Consistency
 - Routines
 - Reward and Positive Reinforcement
 - Comfort and forgiveness
 - Teaching and reinforcing pro-social behaviours
- Emotional Literacy (including Zones of Regulation)
- Difficult and dangerous behaviours
- Reasons for difficult and dangerous behaviours including analysis tools
- Reflect, repair, restore
- Recording incidents of antisocial behaviours – CPOMS
- Behaviour support meetings
- Physical Intervention
- Suspension and exclusions

-process

-responsibilities

-education for suspended or excluded children

-children with SEND/SEMH

-reintegration

-duty to inform parents/carers

Annex 1: **Defined levels of behaviours and actions/consequences/reporting thresholds**

Annex 2: **Behaviour Flowchart**

Annex 3: **Reflect and Repair (children's sheet and adult guidance)**

Annex 4: **Roots and fruits, conscious and subconscious checklists, anxiety maps**

Annex 5: **Letter to parents/carers informing them of a suspension**

Bernards Heath Infant and Nursery School

Inspiring individuals to develop a positive sense of self and the skills for lifelong learning.

At Bernards Heath our school expectations for behaviour are made up of three words –

Kind, Respectful, Safe

Each behaviour can be categorised as pro-social or anti-social by asking – Was it kind? Was it respectful? Was it safe?

Children’s mastery of our school expectations for behaviour is crucial to our commitment to both inspiring and supporting children to develop a positive sense of self and the skills for lifelong learning.

The aim of our Behaviour Policy is to explicitly outline how our nurturing and structured environment teaches the fundamental principles of kindness, respect and safety, acknowledging our responsibility to all children and staff.

Behaviour Principles

These are the principles that underpin our behaviour policy. These have been agreed by the Governing Board at Bernards Heath Infant and Nursery School.

1. A commitment to a positive and respectful culture within our school

It is accepted that a whole school approach focusing on positive emotional wellbeing and behaviour culture requires deliberate creation. Through strong leadership this is designed and detailed through clear vision and values focusing on realistic and age appropriate social and academic expectations for all.

2. Behaviour is a form of communication

Responses to emotional wellbeing and behaviour are non-judgmental, curious, and empathetic. In 2014 the Code of Practice of Special Educational Needs (SEN) replaced the term Behaviour and Social Difficulties (BESD) with Social, Emotional, and Mental Health (SEMH), promoting a shift towards a therapeutic approach to behaviour.

3. Not all behaviours are a choice

Children with poor emotional wellbeing are regarded as vulnerable rather than troublesome. It is accepted that some behaviours can be driven by a communication need, a perceived outcome, or a biological reaction to overwhelming feelings.

4. Behaviours can change and improvement can be secured

Expectations of children’s emotional wellbeing and behaviour are high but realistic and grounded in a belief that change can be effected and improvements secured.

5. Clear boundaries – **Kind, Respectful, Safe** - are paired with an individualised graduated response where needed

A nurturing and structured environment is used to keep children and adults safe. A clear, well communicated behaviour policy is used to set standards and create consistency. The policy enables reasonable adjustments for clear well-communicated plans where differentiation from the policy is essential to meet a child’s needs including educational, mental health and other needs or vulnerabilities.

6. Children may develop academically and emotionally at different rates

It is accepted that there may be a difference between a child’s chronological age, their academic achievement, and their emotional literacy. Children achieving well academically may still require differentiated planning.

7. Children and young people are supported to develop internal discipline/self-regulation and resilience

A variety of individualised feedback, rewards, or consequences may be used to develop children as resilient independent learners with positive emotional wellbeing and behaviour.

8. A commitment to equality and equity

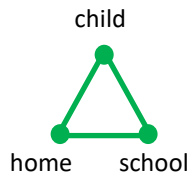
Each child receives resources appropriately differentiated to enable them to access school, learning and social opportunities, equally. The Equalities Act 2010 recognises that some children may need additional support to increase positive emotional wellbeing and support behaviour.

9. A commitment to exclusion reduction

Permanent exclusions are used only as a last resort. There is a clearly defined rationale for exclusion linked to an understanding of vulnerable groups such as those affected by attachment, adverse childhood experience, trauma, mental health, and protected characteristics such as disability or race.

10. Engagement of families, outside agencies and the wider community is sought when planning support for children

There is proactive engagement with families, outside agencies and the wider community to promote consistent support for children. Parents and carers are key in promoting positive emotional wellbeing. These adults have an informed perspective, and their insights are of value in informing planning and decision-making.



Rationale of a therapeutic approach to behaviour management

We seek to understand behaviour and use a range of analysis tools to identify what a child is communicating to us in their actions. We choose to work in partnership with parents and carers, as illustrated by our home school triangle, to make plans that deliver consistency for children. We know that a child's experiences influence their feelings and this impacts their behaviours. No child can behave pro-socially unless they are first feeling safe, happy and welcome at school and in wider life. Our approach prioritises the feelings and experiences of all in the dynamic - individual children, their peers and the adults who learn alongside/support them.

| A therapeutic approach is: | A therapeutic approach is not: |
|---|--|
| Analytical Clear Consistent Reflective of the needs of all in the dynamic (children and adults) Adaptable to meet the needs of children including those with SEND/SEMH needs Educational | Controlling Threatening Bribing Belittling Humiliating Moralising One size fits all Confrontational |

A therapeutic voice is **firm, strong, clear and specific**. Children feel safe when adults demonstrate consistency, confidence and a sense of calm.

Pro-social and anti-social behaviour

| We recognise pro-social behaviour as being: | We recognise anti-social behaviour as behaviour that: |
|---|--|
| <ul style="list-style-type: none"> • behaviour that is positive, helpful, and intended to promote social acceptance • characterised by a concern for the rights, feelings and welfare of other people • behaviour which benefits other people or society | <ul style="list-style-type: none"> • causes harm to an individual, the community or to the environment • is likely to cause injury, harassment, alarm or distress • violates the rights of another person • is contrary to the laws and customs of society <p>Antisocial behaviour can be categorised as difficult or dangerous behaviour.</p> |

Relationships

'Children don't learn from people they don't like' Rita Pierson (2013)

People will forget what you said, people will forget what you did, but people will never forget how you made them feel. (Maya Angelou)

Adults at school have a responsibility to behave in line with this policy, despite any differing personal beliefs. By being a member of our team adults are agreeing to follow a therapeutic approach to understanding and teaching behaviour. The first step for all adults is to build positive relationships with children.

We have clear expectations that at the beginning of each school year our first priority is building positive relationships within each new classroom environment – this refers to relationships between children and their peers, children and adults and children and their environment (the classroom, wider year group, wider school). This transition period begins in the summer term and gives children the opportunity to visit their new classroom as well as multiple opportunities for children, staff and families to get to know one other. As we build these relationships they are underpinned by a shared understanding of expectations – **Kind, Respectful, Safe** - for example, considering

how we speak to one another, how we use equipment in the classroom, tidying up, lining up and moving around the classroom. Teachers get to know children both academically and socially through talking to previous settings, staff and their families. Time is prioritised to ensure this is done effectively.

Positive relationships are actively promoted, prioritised and discussed with regard to those outside of the classroom too, such as office staff, midday supervisors, staff at Breakfast Club and After School Childcare, peers from other year groups as well as visitors to school.

Role Models

‘Instead of demanding that children respect their elders, we can demonstrate what that looks like and treat children respectfully.’ Leila Schott

We know that ‘children can’t be what they can’t see’. All adults at school speak respectfully to each other, to children and about children. We move safely around the school building, listen to children when they talk to us and take time to teach children pro-social ways to behave.

Our Learning Heroes exemplify behaviour for learning. These characters, found in every classroom and communal space around school, remind us of the specific ways in which we learn to become an effective learner – including how we collaborate with others, show resilience, remain on task, listen, encourage and celebrate our unique selves.



It is vital that the language we use to talk about behaviour is right. At Bernards Heath adults use the following terms:

- * A child with additional/unmet needs
- * A child is attention needing (not attention seeking)
- * A child is in crisis, dysregulated or distressed (not having a meltdown or kicking off)
- * A child is showing anti-social/unsocial/difficult or dangerous behaviour

Consistency

By consistency we mean creating a culture and environment where children know that all school adults have the same expectation for their behaviour and the way their behaviour is managed will be the same. We achieve consistency by ensuring all staff are trained in a therapeutic approach to behaviour management every two years and in the interim a formal refresher is given. Informal reminders of this policy are also given via email, staff meetings and one-to-one conversations. New staff are given this policy as part of their induction and this policy is reviewed by staff and governors annually. We know that children are more likely to feel secure that the expectations for their behaviour are the same when all adults follow agreed scripts that are positively phrased and used by everyone.

Scripts for promoting pro-social kind, respectful, safe behaviours include:

“Thank you for...”

“I saw how safe you were when...”

“I’m looking for children who are...”

“Well done for...”

“I notice how hard you have worked on...”

-name the pro-social behaviours you want to see

-these scripts may be said in order, repeated or used in isolation

Routines

Having clear routines that all children are aware of creates a sense of safety. We use visual timetables in every classroom to outline what the day is going to include. Personalised timetables, social stories, clear explanations from adults, and now and next boards may also be used to support children with identified needs.

Transitions

A therapeutic approach encourages us to think about transitions in the widest context. Following school holidays, moving on to a new school year, moving between activities within the classroom and between places within the school are all examples for our children.

Some children who have experienced adversity, changes (of routine or between task and space) can trigger feelings of threat and hypervigilance. We are mindful of this and plan accordingly.

Reward and Positive Reinforcement

‘Catching children getting it right’ is well embedded in the culture of our school. Thanking children for doing something kind and sharing this with others promotes a positive sense of self, makes them a good role model and exemplifies the pro-social behaviours we want to see. For example, an adult will praise and/or thank a child who stops their game to help a peer who has fallen over, or a child in the hall who has helped to give out cups of water. By acknowledging this directly with the child and then later talking about this publicly, for example, in an assembly or during a class discussion, it promotes these behaviours and they are more likely to be repeated. For a small number of children public praise would not be appropriate - adults working with these children will be made aware and alternative ways of reinforcing positive behaviours will be created.

If an adult needs to talk to a child about behaviours that are anti-social, this will most often be done directly and ‘in the moment’ for example, ‘I need to see that your voice is away in assembly’. An adult’s tone of voice, volume and location will be considered important to avoid humiliation or giving too much ‘air time’ to unwanted behaviours. A one-to-one discussion at break time may be best suited to discuss repeated calling out or lack of effort in class work rather than a discussion about this during lesson time, with multiple witnesses. A child is less likely to repeat unwanted behaviour if an adult explains why this is unwanted and how this has impacted on the learning environment. Consequences will be considered when reward and positive reinforcement are not having the desired impact – further details outlined in [Annex 1](#).

Comfort and Forgiveness

When children feel safe, happy and respected they are able (and are more likely) to demonstrate pro-social behaviour. However, they won’t always manage this and it is vital that when they don’t, they are shown forgiveness – see Reflect, repair and restore (page 10). Every day is a fresh start.

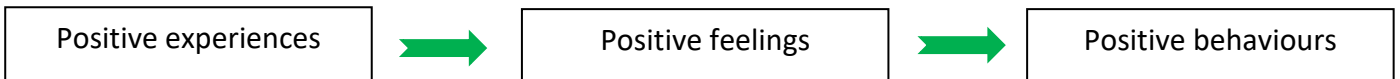
Children need to learn to forgive themselves and others and we are role models for this.

- When a child is showing us anti-social and/or difficult/dangerous behaviours we remember this means they are ultimately not feeling safe (regulated) and/or happy.
- It is important in all conversations that we distinguish between the behaviour and the child. For example, ‘I like you, I don’t like spitting.’
- We aim to work out what the trigger is for the behaviour, de-escalate it and introduce preventative measures to avoid repetition.
- A child who has spent time in ‘crisis’ (significantly dysregulated) may need time to calm down (regulate) before any consequence or follow up conversation can take place.
- During difficult and dangerous behaviours children need to encounter adults who are calm and who are following school agreed scripts. Change of face, where one adult replaces another as the person leading de-escalation, or using distraction to de-escalate behaviours are two therapeutic strategies which can provide comfort during crisis. See Reflect, repair, restore (page 10) for details of next steps following an incident.
- It is vital that all adults remain calm and consistent and respond to every child in a predictable, consistent and empathetic way.

Teaching and reinforcing pro-social behaviours

We understand that children learn to regulate their emotions at different rates and that school has a central role to play in supporting every child’s social, emotional and moral development, just as it does their academic development. At school we work with shared, consistent expectations of behaviour based on our school expectations - **Kind, Respectful, Safe**.

We recognise that by teaching pro-social behaviours and giving children specific praise when they demonstrate these behaviours, we make it clear what is expected of them. We talk to children about pro-social behaviours – **Kind, Respectful, Safe** – enabling us all to feel safe, happy and ready for learning. ‘Catching them getting it right’ means giving children lots of positive attention.



Examples of the behaviours we actively teach and positively reinforce at Bernards Heath

| In class | Around the school | On the playground |
|--|---|---|
| Asking questions Listening when others are speaking Managing distractions Trying your hardest Sharing ideas Joining in Collaborating with learning partner Legs crossed and hands in lap on the carpet Using equipment safely Get a tissue for someone who is crying Tidying up Monitor roles assigned by class teacher | Walking Looking where you are going Staying in your line and watching what is happening Saying hello/good morning/good afternoon Saying please and thank you Saying excuse me when you need to get through or want someone’s attention Knocking on a door before going in (office/staff room/another class room) Flushing the toilet and washing hands, leaving the floor tidy | Asking others to join in Asking if someone is feeling okay Taking turns Helping to tidy up Using equipment safely Keeping our equipment inside our playground Listening to adults Listening to friends Saying ‘Stop I don’t like it.’ If someone is doing something you don’t like Telling an adult if you see unkind or unsafe behaviour Sharing Lining up when the bell/tambourine rings Walking away/Taking a deep breath/Getting some space and air if a game is going wrong/you feel angry |

Emotional Literacy (including Zones of Regulation)

Emotional literacy involves:

- Self-awareness
- The ability to name emotions and feelings
- Recognition of your own emotions and feelings
- Knowing how to manage your emotions and feelings

This might look like the ability to stay calm when you are angry or to reassure yourself when in doubt. It also includes empathy - having an understanding of the feelings of others. Children's emotional literacy has the potential to develop enormously during the time they spend with us as an Infant and Nursery School. Between the ages of 3-7, enormous changes in the brain are happening as children lay down many new neural pathways. They need our help to make the most of these opportunities. Explicit teaching of emotional literacy is part of our culture. Through our Personal, Social and Emotional Development in Foundation Stage along with our Growing Up at Bernards Heath curriculum throughout Key Stage One (Year 1 and Year 2), we specifically teach the knowledge and skills required to develop emotional literacy. We also view incidental opportunities to teach emotional literacy as vital, for example, a class discussion following an upset at playtime.

Children at Bernards Heath learn that all feelings are okay, but all behaviours are not. It is okay to feel angry, we all experience anger, but it isn't okay to kick somebody because you are angry. It may be okay to stamp your feet, clench your jaw or ask for space, but it isn't okay to put your hands or feet on anybody else.

Children also learn that feelings can be helpful or unhelpful. For example, feeling sceptical and reluctant might be helpful when engaging with people you don't know online. Feeling excited and overjoyed may be unhelpful on the carpet when your teacher is talking about maths.

All conversations with children around an unmet expectation involve a discussion of the feelings involved, both their own and the feelings of others – further details outlined in [Annex 1](#).

From Nursery to Year 2, children learn the **Zones of Regulation**. The Zones link 4 colours to a range of emotions/feelings – outlined in the table below. We use the colours as a hook for children to relate to. For our youngest children we would start by naming this for them 'I can see you are in the red zone, you are shouting and stamping your feet' and as children become more proficient we are able to 'wonder' aloud: 'I wonder if you are in the X zone and feeling X, it might help to X or X'.

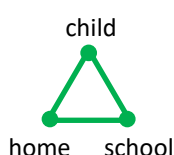
We encourage children to say 'I feel angry' rather than 'I am red' – developing their ability to name specifically what they are feeling. We may offer, 'How can I help you?' or co-regulate alongside them, 'How can you help yourself get back to the green zone, so that you are calm and ready to learn?'

The Zones of Regulation will not put a lid on a child's developing emotional vocabulary. When discussing feelings, adults and children are not limited to using the words below. As adults, we will facilitate and support a continual growth in vocabulary when discussing/understanding how children feel and recognising/decoding feelings in others. When we label children's feelings we understand a need to be curious, starting with 'I wonder if you are feeling...'. For example, a 3 year old who is throwing things because they can't have the toy they want may look angry but the source of the anger may be disappointment. A 6 year old may look angry when they have fallen over and responded by hurting someone who laughed at them but their overriding feeling may have been shame or embarrassment, the angry behaviour was a response to being laughed at. Again, all feelings are okay but all behaviours are not. It is okay to be disappointed/embarrassed but it is not okay to throw things or hurt other people.

Zones of Regulation

| Red | Blue | Green | Yellow |
|--|--|---|---|
| Angry Terrified Elated Yelling/Hitting Livid Cross Fuming Furious Unsafe | Sad Disappointed Tired Sick/unwell Down Bored | Happy Calm Feeling ok Focused Safe Ready to learn Relaxed | Frustrated Worried Excited Silly Wiggly Unsettled Some loss of control (body/volume) |

The development of emotional literacy is a gradual process, reinforced by many conversations and learning opportunities. Children in an Infant and Nursery School are learning to empathise with others and just like every other skill, they will accomplish this at varying rates. Where children need additional support in this area we will engage our home school triangle and work with parents and carers to support children.



Factual descriptions of Behaviours

At Bernards Heath we describe behaviours factually and analyse rather than moralise. We classify behaviours in the following way:

| | | | |
|---|--|---|--|
| Unsocial behaviours - affect only the child demonstrating them and no one else. | Anti-social behaviours - those that cause harm to an individual, a group, to the community or to the environment. They can be classified as behaviours that are likely to cause injury, harassment, alarm, distress or violate the rights of another person. | Difficult behaviour – behaviours that are unsocial or anti-social, but not dangerous. | Dangerous behaviour - will imminently result in injury to self or others, damage to property, or behaviour that would be considered criminal if the person were of the age of criminal responsibility. |
|---|--|---|--|

It is important not to group unsocial behaviour with antisocial behaviour. The child who can find no reason to join in or complete a directed task is often showing considerable restraint in not allowing how they feel to result in behaviours that are antisocial. It is important that our response to unsocial behaviour does not drive the behaviour to become antisocial.

Behaviours are categorised as follows and a full detailed list is included in in [Annex 1](#).

Level 1 – Low level

Level 2 – Moderate Level

Level 3 – Serious

Level 4 – Extremely serious / dangerous

Consequences

To have the most positive impact and with the aim of maintaining strong relationships, wherever possible, consequences must be carried out by the adult who was working with the child at the time.

Consequences are in place to teach the behaviour we want to see to a child currently not managing to demonstrate pro-social behaviours.

Consequences can be educational and protective. We use the word **obviously** to work out the consequence for a child, for example, a child has seriously disrupted the learning in class - the protective consequence is **obviously** the child needs to have time away from the class to reflect on the harm the child is having on all the children, themselves and the teacher in the class. If a child has hurt another child in the playground, then **obviously** the child needs a protective consequence of time away from the playground with an educational consequence about the impact of their actions what can happen to a child if they are hurt. More examples of consequences can be found in Annex 1.

‘Responding to our children’s challenging behaviours with empathy and guidance instead of threats and punishment enables them to grow into adults rooted in love and compassion instead of fear and anger. Imagine what a beautiful world it would be if everyone was treated kindly when they struggled. Let’s start with our children and change the world, one little heart at a time.’ L.R Knost

Preventing Escalation

Adults who are calm and consistent and have a good knowledge of this policy are best placed to support a child and prevent escalation.

The following strategies will be used:

Limited choice:

- * [Name of child]... put the pencil in the pot or on the table
- * [Name of child]... sit on the chair or on the floor
- * [Name of child]... you can work at this table or that table

Disempowering the behaviour:

- * You can listen from there
- * Come and talk to me when you are ready
- * Come back to the carpet when you are ready

The de-escalation script:

- * [Name of child]... I can see you might be/ are feeling annoyed/angry/upset
- * I am here to help
- * Talk and I will listen
- * Come with me and ...

Emotional recovery

Each child will need varying lengths of time to regulate their emotions. Time to re-regulate can be offered in a variety of locations within the school and will be personalised depending on need. No adult will attempt a reflect and restore conversation with a child until the child has had time to regulate their emotions.

Supporting all children

A child may show us unsocial behaviour –**not doing as instructed but not to the detriment of others**, for example:

- Wandering around the classroom
- Leaving the carpet without permission
- Refusing to complete work
- Refusing to change for PE
- Choosing to do something different to the rest of the class
- Rocking on their chair
- Calling out/talking to friends
- Not listening to instructions
- Playing/fiddling with equipment

Adults should strive to interpret unsocial behaviour as a communication of negative feelings and so should provide differentiation or support.

Possible strategies that could be used:

- Differentiated learning space
- Fiddle toy
- Wobble cushion
- Whiteboard to write on
- Timers
- Task planner
- Learning broken down into smaller steps/task adaptation
- Scaffolds
- Additional resources
- Book of brilliance
- Individualised timetable
- Now and next board
- Brain break/movement break
- Positive experience
- Class job
- Adult support/peer support

If a child is demonstrating difficult behaviour (anti-social but not dangerous) any of these scripts may be used:

Remember: **WIN**

We are... [insert what the child should be doing, 'We are reading.']

I need... [insert what you want the child to do, 'I need to see your eyes looking this way.']

No thank you.' [No thank you to the anti social behaviour, this may be followed by one of the scripts above/a direction to refocus. 'No thank you, I need to see you standing in the line quietly.']

2 minute intervention – asking a child to step away with you (not out of class) and have a supportive conversation about how to get back to learning. For example:

How are you feeling today? [encourage emotional literacy] or I wonder if you are feeling...
I've noticed that... [insert specific anti-social behaviour, 'I've noticed you are calling out lots.']

Which is not kind/respectful/safe

Tell me what is difficult? Or What can I do to help you?

Offer a choice 'You can sit on the carpet or at the table.' Or Make the choice for them 'I think you need some time at the table.'

If a child runs away from this conversation. Wait until they are regulated and then try again. It is important you know where they are and recognise they may need some time to regulate before carrying on. A change of face may be considered at this point.

Reflect, repair, restore

Reflect and repair worksheets ([Annex 4](#)) provide the basis for restorative conversations which take place following an incident of difficult/dangerous behaviour at Level 2 or beyond (see [Annex 1](#) for defined levels of behaviour and consequences). The Reflect and repair sheets are an **optional tool** used to guide children through what happened and empower them to explore feelings and make amends (with adult support). Completing this piece of work is an educational consequence with the aim of ensuring a child is aware of how their behaviour has impacted others, how they can 'make it okay' and what they might do differently in the future. If teachers feel these reflect and repair worksheets are significant they may be scanned into CPOMS. It may also be that once the sheet is complete it is shredded or ripped up and thrown in the bin. It is the process of talking about the harm and associated feelings that is important rather than the finished sheet. In FS1 and FS2 there may or may not be a drawn out cartoon of what happened depending on the age and stage of the child.

As discussed above, Zones of Regulation feature in these conversations (and appear on the back of the reflect and repair sheet for reference.) Adults reflecting with children are mindful that they separate the child's behaviours from the child themselves: 'What you did was not kind' rather than 'You are not kind'. Restoring harmony in the dynamic and helping the child to act differently in the future is the aim. We understand **no one behaves better by being made to feel worse**.

These conversations happen when all parties are feeling emotionally ready and as soon as possible after an incident. They are essential to safeguard a child's emotional well being and re-visit the experience by retelling and exploring the story with a changed set of feelings. (During an incident a child's behaviour may be influenced by anger, frustration, disappointment etc.)

A restorative approach focuses on:

- the harm that has been done
- how the harm can be repaired
- the experiences, feelings and needs of all in the dynamic
- plans to ensure conflict/the behaviour is less likely to happen in the future

Restorative questions might include:

- What happened? (tell the story)
- What were the people involved thinking and feeling at the time?
- Who has been affected and how?
- How can we put right the harm?
- What have we learnt so as to make a different choice next time?
- What would you like to happen next?
- How can we make things better for ... ?
- If everything was going to be alright, what would need to happen?
- How can you help to put this right?
- How can we make it OK for you to go back to class/the playground?
- What do you think ... might need?

Planning and Early Intervention (Reasons for difficult and dangerous behaviours including analysis tools)

There can be many reasons for a child demonstrating difficult or dangerous behaviours. These include but are not limited to: special educational needs, adverse childhood experiences (for example, living with abuse or adults who use drugs/alcohol) early trauma, disorganised attachment, inconsistent boundaries, a medical diagnosis, anxiety, insecure relationships, bereavement or living with parents/carers who have experienced adverse childhood experiences themselves.

Adults at school will seek to understand the reasons behind anti-social behaviours and make plans to pre-empt these wherever possible. For children who are regularly displaying anti-social behaviours we use therapeutic behaviour analysis tools in line with the behaviour flowchart ([Annex 2](#)) which include:

1. Early Prognosis Tool
2. Roots and fruits (parents/carers may be asked to join in with this activity or complete their own version) [this helps identify root causes to behaviours and takes us on a process of exploring solutions that we can provide to create more pro-social feelings via experiences.]
3. Conscious and sub-conscious behaviours checklists [helps us to understand which behaviours are chosen and effective and which are a result of an inability to cope with experiences or feelings.]
4. Anxiety Mapping [adults will complete a number of anxiety maps on key area. These can then be analysed to identify where we can predict the child may escalate through anxiety and help explore prevention through differentiation]
5. Boxall Profile
6. Motivation Assessment Scale
7. Strengths and Difficulties Questionnaire

Analysis tools found in [Annex 3](#): Roots and fruits, conscious and subconscious checklists, anxiety maps.

In addition to the tools above Year Group Leads, Behaviour Leads and the SENCo are available for professional discussion and to offer support on how to action early intervention.

A child working outside our behaviour policy

If a child's behaviour continues to be difficult or dangerous, they are not learning from consequences and they are not following our school expectations then there is a further need for a consistent response as the child is not managing to work within our behaviour policy and needs their own agreed plan.

The tools in [Annex 3](#) will guide towards the need for a personalised plan.

Any plan in place becomes the agreed job description for working with a child outside the whole school policy. All staff need to take responsibility for knowing the plan and the scripts which need to be used consistently across the school.

External advice and support may also be accessed (Links, St Albans Plus, Educational Psychologist.)

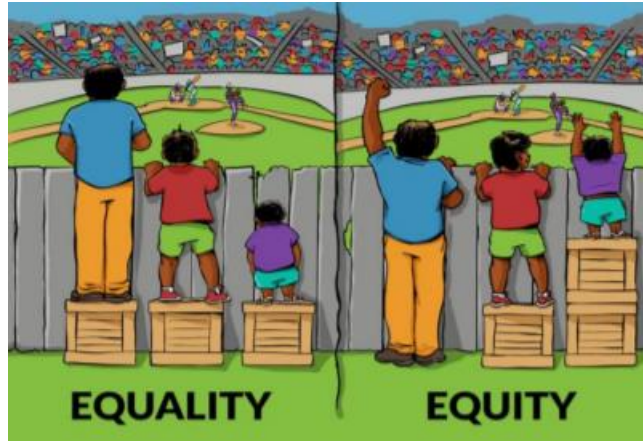
When creating plans we apply the principles of equity rather than equality.

Equity is giving everyone what they need to achieve success.

At Bernards Heath, we advocate for each child to receive the resources, experiences, appropriate interventions and support in their learning to achieve their full potential.

Equality is treating everybody the same.

Equality aims to promote fairness, but it can only work if everyone starts from the same place and needs the same help.



Different strategies which may be used at Bernards Heath to support children are:

Children leave their class for a short time

If a child is in crisis we will be supporting that child to manage and recover. If the child is in class and unable to come out there may be occasions when the class may be taken somewhere else to learn for a short time while the child is supported to recover and move from the situation.

Children are given a positive experience

We are clear that some children come to our school needing extra help with reading, writing and maths. We also know that some children who come to school need extra support to learn the right way to behave. At any point a child may have a negative experience in their lives which affects their behaviour, for example, a bereavement. Our children will get the support they need to help them. We understand that negative experiences can lead to negative feelings which can lead to negative behaviour. When a child needs a positive and motivating experience we will make it part of their day or week. Positive experiences lead to positive feelings which lead to positive behaviour. This is how we can change the behaviours we see. This can mistakenly be seen as 'rewarding negative behaviour.' It is not, it is part of the process that is needed for a child to behave more positively and begin to develop internal discipline.

At any point a child may have a negative experience in their lives which affects their behaviour. **All staff at Bernards Heath will be ready to support each child and implement the approach described in this policy.**

Recording incidents of antisocial behaviours – CPOMS

Level 2, 3 and 4 behaviours (as described in Annex 1) are recorded on our internal Child Protection Online Management System (CPOMS). Tabbed as 'Behaviour log'. The Head and Deputy are **always** alerted. Accounts of incidents are accurate and factual - they are not emotional and do not over describe.

Physical incidents, verbal aggression, racial discrimination, bullying, homophobic, gender discrimination and incidents of sexual violence/harassment are recorded on CPOMS in the following way:

Trigger – Recorded as T: learning/unknown/incident with a friend (there is always a trigger even if we don't know what it was.)

Behaviour – Recorded as B: leaving the classroom, threw a chair, emptied resources on the floor

Consequence – Recorded as EC Educational Consequence and PC Protective Consequence: Reflect and Repair conversation, apology, tidied away, made repairs, made a card

Behaviour Support Meetings

If a personalised plan is in place for a child, there will be regular review meetings with parents/carers to highlight the success of the plan and make any necessary changes for further success. In these meetings with parents/carers, school staff are open and transparent about the behaviours a child is demonstrating at school and seek to gain a parent/carers perspective on this, sharing actions/consequences/analysis/plans as appropriate.

These reviews will continue until the child has had enough success to manage without a plan in place. A review meeting can also be used for a child without a plan to focus on the positives and work on the areas needed. These are led by the SENCO or a member of the senior leadership team.

| Anti-social behaviour level | Who is involved? | What is included? |
|---|--|--|
| Level 2 behaviours Persistently not following our school rules - Kind, Respectful, Safe , and/or deliberate acts that cause some harm. | Class teacher to make parent/carer aware – face-to-face where possible | Arrange a check in after 2 weeks of monitoring behaviours. Celebrate success and agree what next. Further monitoring and if no improvement over a term, escalate to include leadership team |
| Level 3 behaviours Persistent level 2 behaviours and/or causing emotional or physical harm usually through intentional behaviours | Meeting arranged with class teacher, parent/carer and member of leadership team as appropriate | Possible areas of discussion: CPOMS behaviour log (printed) Behaviour analysis including roots and fruits, conscious and subconscious checklists and anxiety maps Referrals to external agencies Planned actions and consequences/plans A date is decided for a follow up meeting no longer than a month later and usually after two weeks. Meetings will be planned regularly to review progress as necessary. |
| Level 4 behaviours Persistent level 3 behaviours and / or behaviours that are unsafe and do, or could, cause significant emotional or physical harm. Usually deliberate | Meeting with class teacher, parent/carer and member of leadership team | Possible areas of discussion: CPOMS behaviour log (printed) Behaviour analysis including roots and fruits, conscious and subconscious checklists and anxiety maps |

| | | |
|--|--|--|
| | | <p>Planned actions and consequences/plans Referrals to external agencies Reduced timetable (SEMH) Suspension/exclusion procedures (When all other strategies and sources of support have been exhausted.)</p> <p>A date is decided for a follow up meeting no longer than a month later and usually after two weeks. Meetings will be planned regularly to review progress as necessary.</p> |
|--|--|--|

Physical Intervention

Physical Intervention Techniques are taken from the Therapeutic Approach (STEPS)

The majority of pupils behave in a pro-social way the majority of the time and respond positively to the strategies for teaching behaviour as explained within this policy. Occasionally, and for a small minority of children, the use of physical intervention may be needed. At Bernards Heath, adults will intervene physically to ensure children are safe from harm. Children need to be safe and to know that the adults around them are able to manage them safely and confidently. All school adults need to feel that they are able to manage behaviour, and respond to a child in crisis, free of undue worries about the risks of legal action against them if they use appropriate physical intervention.

Parents and carers need to know that their children are safe with us, and will be informed if a member of the team has needed to intervene physically to keep their child or other children safe from harm in a context not described in this policy, for example, In a small number of cases, unforeseeable behaviour results in the emergency use of force (e.g. stopping a child from running into a road) in these cases we would expect staff to act in a proportionate way appropriate to the context.

Acceptable Forms of Physical Intervention

Physical contact and physical intervention are terms used to describe contact between adults and children. Adults may have cause for physical contact in the following ways:

- To comfort a pupil in distress (in a way appropriate to their age)
- For curricular reasons (for example in PE, Drama)
- Changing children (nappies/clothing)
- First aid and medical treatment

It may also be necessary for an adult to intervene physically in the following ways:

- In an emergency to avert danger to the child, other children, or adults
- To ensure the safety of the individual child, other children, or adults

It is entirely appropriate and proper for staff to have contact or use physical intervention with children, however, it is crucial that they only do so in ways appropriate to their professional role and in relation to the child's individual needs.


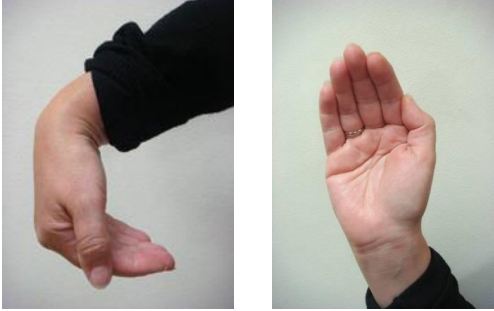

Not all children feel comfortable about certain types of physical contact; this should be recognised and, wherever possible, adults should seek the pupil's permission before initiating contact and be sensitive to any signs that they may be uncomfortable or embarrassed. Staff should acknowledge that some pupils are more comfortable with touch than others and/or may be more comfortable with touch from some adults than others. Staff should listen, observe and take note of the child's reaction or feelings and, so far as is possible, use a level of contact and/or form of communication which is acceptable to the pupil. When staff are intervening to ensure the safety of a child or children or in an emergency scenario they should narrate what is happening so children are clear why there is contact.

It is not possible to be specific about the appropriateness of each physical contact, since an action that is appropriate with one pupil, in one set of circumstances, may be inappropriate in another, or with a different child. In all situations where physical contact between staff and pupils takes place, staff must consider the following:

- The pupil's age and level of understanding
- The pupil's individual characteristics and history
- The duration of contact

- The location where the contact takes place (it should not take place in private without others present)

These pictures demonstrate the hand shapes and contact staff at Bernards Heath are trained to use.

| | |
|--|---|
|  | <p>The 'open mitten' and 'open mitten guide.' This is used to guide children away from a situation where there is risk of harm to themselves or someone else. The thumb remains extended and never folds around the child's arm. The child's arm (above their elbow) fits between the flat side of the fingers and the thumb.</p> |
|  | <p>The 'closed mitten guide' will be used to escort a child away from a situation where there is risk of harm to themselves or another child/children if the child's arms are flailing this can help them feel secure - see below supportive hug.</p> |
|  | <p>The supportive hug can be used to help move a child or to reassure. This is a safe form of appropriate physical contact for when a child is upset, distressed or hurt.</p> |

Safer Working Practice

To reduce the risk of allegations, all staff must be aware of safer working practice (for example, not working 1:1 with a child in a classroom with the door closed) and must be familiar with the guidance contained in the school code of conduct given during induction, along with the guidance given in their Level 1 Safeguarding Training.

Physical contact/intervention will never be used as a punishment, or to inflict pain. All forms of corporal punishment are prohibited. Physical contact shall not be made with the pupil's neck, breasts, abdomen, genital area (besides nappy changing or possibly administering first aid), or any other sensitive body areas, or to put pressure on joints. Physical contact/intervention must be in the pupil's best interest.

Restrictive Physical Intervention

Restrictive Physical Intervention (RPI) is the term used to describe interventions where the use of force to control a person's behaviour is employed using bodily contact.

Staff have a right and responsibility to act in an emergency situation. The priority should be the welfare of the child and in a situation where prior planning could not have predicted the risk of harm, members of staff are expected to

act. The legal consideration for staff is that they must be able to prove that their actions were reasonable, proportionate and necessary.

Where a risk of harm is foreseeable, the law would expect staff and services to plan to reduce this risk. If this plan considers the use of Restrictive Physical Intervention or restraint, further Step Up training will be provided.

Staff are not expected to put themselves in danger; removing other pupils and themselves from risky situations rather than attempting to move a child in crisis is usually the right thing to do. We value staff efforts to rectify what can be very difficult situations and in which they exercise their duty of care for the pupils.

Suspension and Exclusions

(At Bernards Heath we follow the HCC Exclusion Guidance, January 2023)

- A “**suspension**” is defined as the temporary removal of a child from the school for behaviour management purposes. A child may be suspended for one or more fixed periods, up to a maximum of 45 school days in a single academic year. A suspension does not have to be for a continuous period.
- An “**exclusion**” is defined as the permanent removal of a child from the school, in response to a serious breach or persistent breaches of the school’s Behaviour Policy - defined levels of behaviour outlined in **Annex 1**, and where allowing the child to remain in school would seriously harm the education or welfare of the children or staff in the school.
- Children can be suspended on a fixed-period basis, e.g. for up to 45 school days within a year, or permanently excluded following a suspension, where further evidence is presented.
- Only the Head Teacher or Acting Head Teacher can suspend or permanently exclude a child from school.
- A decision to suspend or permanently exclude a child will be taken only in response to a serious breach or persistent breaches of the schools behaviour policy – defined levels of behaviour outlined in **Annex 1**.
- The long term effect on the child will be taken into account when considering suspension and permanent exclusion.
- Our therapeutic approach and focus on developing/teaching pro-social behaviours reduces the likelihood of behaviour escalating to the point of suspension or permanent exclusion.
- It is important to note that we have a duty of care to all children; therefore, if despite support, behaviours impact adversely on the safety and wellbeing of other children or adults, the Head Teacher and Governors reserve the right to suspend or permanently exclude children who put others at risk. This is in line with DfE guidance: suspension and exclusion may be considered when ‘approaches towards managing behaviour have been exhausted’ or as a measure to ensure that other children and staff are protected from disruption and can learn in a safe, calm and supportive environment. (DfE 2022, p3)

Education for suspended or excluded children

For any suspensions of more than five school days, the Head Teacher will arrange suitable full-time education for the child, which will begin no later than the sixth day of suspension. Where a child receives consecutive suspensions, these will be regarded as cumulative, and full-time education will still have to be provided from the sixth day of suspension. For permanent exclusions, full-time education will also be provided for the child from the sixth day of exclusion.

The school is aware that it is beneficial to suspended and excluded children to begin their alternative education arrangements before the sixth day of suspension or exclusion; therefore, we will always attempt to arrange alternative provision before the sixth day of exclusion. Where it is not possible to arrange alternative provision during the first five days of exclusion, the school will ensure that they take reasonable steps to set and mark appropriate learning for the child.

If a child with SEND has been excluded, we will ensure that:

- Any alternative provision is arranged in consultation with the child’s parents/carers, who are able to request preferences.
- When identifying alternative provision, any EHCP is reviewed or the child’s needs are reassessed, in consultation with the child’s parents/carers.

Duty to inform parents/carers

Following the Head Teacher’s decision to suspend or exclude a child, they will –

1. Immediately inform the parents/carers, in-person or by telephone
2. Follow up with written/email communication

The Head Teacher will inform the parents/carers in writing/by email of the following:

- The reason(s) for the suspension or exclusion
- The length of the suspension or permanency of the exclusion
- Their right to raise any representations about the suspension or exclusion to the Full Governing Board (FGB), including how the child will be involved in this and how the representations will be made
- Their right to attend a meeting where there is a legal requirement for the FGB to consider the suspension or exclusion, and the fact that they are able to bring an accompanying individual
- The arrangements that have been made for the child to continue their education prior to the organisation of any alternative provision, or the child's return to school
- Relevant sources of free, impartial information

Where the child is of compulsory school age, the Head Teacher will inform the parents/carers by the end of the afternoon session that for the first five days of the suspension or exclusion (or until the start date of any alternative provision or the end of the suspension where this is earlier), parents/carers are legally required to ensure that their child is not present in a public place during school hours without justification or they may be liable for a fixed penalty notice from the Local Authority.

Where the Head Teacher has arranged alternative provision, they will also inform the parents/carers of the following:

- The start and end date for any provision of full-time education
- The address at which the provision will take place
- Any information necessary for the child to identify the person they should report to on the starting date

Where the Head Teacher is unable to provide information on alternative provision by the end of the afternoon session, they will provide the information in a subsequent written notice without further delay, and within 48 hours of the child beginning the provision. If the alternative provision is due to begin before the sixth day of the suspension or exclusion, the Head Teacher is able to give less than 48 hours of notice, with parental consent.

If the Head teacher has decided to suspend the child for a further fixed period following their original suspension, or to permanently exclude them, they will notify the parents/carers without delay and issue a new suspension or exclusion notice to them.

Reintegration to school

Following suspension/exclusion we will support children to reintegrate into school life and full time education. Our strategy will focus on a fresh start and will include activities that help a child understand how their behaviour impacts on themselves and others; teaches them how to meet the expectations of behaviour in the school (**Kind, Respectful, Safe**); fosters a sense of belonging at Bernards Heath and builds engagement in learning.

The strategy for a child may include some/all of the following:

- A 'fresh start' attitude from every adult
- Comic strip cartoons explaining what happened and focusing on how harm was caused and the feelings and thoughts of those involved (all discussions will separate the behaviour from the child)
- An adult narrating what happened and drawing pictures to accompany. Adults would highlight the behaviour, the consequence and a pro-social choice that they could have made
- A differentiated learning space within or outside of the classroom (desk/den as appropriate)
- Making cards/writing letters or rehearsing apologies to those who have been impacted
- A reminder of our school poem and specific examples of how that child belongs at Bernards Heath
- Experiences that rebuild relationships between the child returning to school and the adults/children who learn alongside them
- Specific aspects of our Growing up at Bernards Heath curriculum taught explicitly (as appropriate)

- Adapted timetables or routines
- Revision of Zones of Regulation and specific strategies that may benefit the child

All strategies will involve parents/carers as appropriate, in line with our home school triangle.

The Head teacher is responsible for:

- Implementing this policy, reviewing annually and ensuring staff are trained to ensure all children can benefit from the opportunities provided by education and to minimise potential suspensions and exclusions.
- Applying the civil standard of proof when establishing the facts in relation to a suspension or exclusion.
- Complying with their statutory duties in relation to children with SEND when administering the suspension or exclusion process.
- Considering any contributing factors that are identified after an incident of poor behaviour has occurred, e.g. if a child has suffered bereavement, bullying or has a social, emotional or mental health need.
- Considering the use of a multi-agency assessment for a child who demonstrates persistent disruptive behaviour.
- Reviewing the effectiveness of suspensions or exclusions as a sanction, e.g. if a child has received multiple suspensions or is approaching the legal limit for suspensions in an academic year.
- Considering what extra support may be needed to identify and address the needs of individual children, particularly those with SEND, eligible for Free School Meals (FSM), and those children who are looked after by the LA (LAC) or have been previously looked after by the LA (PLAC).
- Engaging effectively with parents in supporting the behaviour of children with additional needs.
- Determining whether a child will be suspended or excluded on disciplinary grounds.
- Withdrawing any suspensions or exclusions that have not been reviewed by the Governing Board, where appropriate.
- Ensuring any decision to suspend or exclude is lawful, rational, reasonable, fair and proportionate.
- Complying with the requirements of the Equality Act 2010 when deciding whether to suspend or exclude a child.
- Ensuring they have considered their legal duty of care when sending a child home following an exclusion.
- Making the decision to suspend or exclude based on the evidence available at the time, regardless of any police investigation and/or criminal proceedings.
- Notifying a child's parents without delay where the decision is taken to suspend or exclude the child, including the days on which the parents must ensure the child is not present in a public place at any time during school hours, as well as any other necessary information statutorily required.
- Ensuring that all information provided to parents is clear and easily understood.
- Notifying the Governing Board and LA of their decision to exclude a child where appropriate, as well as the child's home authority if required.
- Notifying the Governing Board once per term of any exclusions not already notified.
- Organising suitable work for excluded children where alternative provision cannot be arranged.

The Head Teacher may cancel any suspension or exclusion that has already begun; however, this power will only be used if the suspension or exclusion has not already been reviewed by the Governing Board. Where a suspension or exclusion is cancelled, the Head Teacher will notify the child's parents, the Governing Board, the LA, and, where relevant, the virtual school head (VSH) and the child's social worker. The Head Teacher will offer the child's parents the opportunity to meet and discuss the circumstances that led to the cancellation of the exclusion, and the child will be allowed back into school.

The Head Teacher will report the number of suspensions and exclusions that have been cancelled, alongside the circumstances around and reasons for cancellation, to the Governing Board once per term, to allow them to have appropriate oversight.

The Head Teacher will not issue any 'informal' or 'unofficial' suspensions or exclusions, e.g. sending a child home to 'cool off', regardless of whether the parents have agreed to this. The Head Teacher will not use the threat of suspension or exclusion as a means of instructing parents to remove their child from the premises.

All suspensions and exclusions will be formally recorded on CPOMS for specific incident details, and School Information Management System (SIMS) for attendance purposes.

When considering the suspension or exclusion of a pupil, the Head Teacher will:

- Allow the child the opportunity to present their case once evidence has been collected, (as appropriate considering a child's age and developmental stage).
- Take into account any contributing factors that are identified after a case of anti-social/difficult/dangerous behaviour has occurred, e.g. if the child's wellbeing has been compromised, or they have been subjected to bullying.
- Take into consideration whether the child has received multiple suspensions or is approaching the legal limit of 45 suspended days per school year, and whether suspension is serving as an effective sanction.
- Consider early intervention to address underlying causes of anti-social/difficult/dangerous behaviour, including liaising with external agencies, to assess children who demonstrate consistently anti-social/difficult/dangerous behaviour.

The Head Teacher will consider avoiding permanently excluding PLAC/LAC, those with Social Emotional Mental Health (SEMH) issues or pupils with an Education Health Care Plan (EHCP). Where any member of staff has concerns about vulnerable groups and their behaviour, they will report this to the Head Teacher who, in partnership with the school SENCo and external agencies as appropriate, will refer to the behaviour descriptors in [Annex 1](#) and decide on appropriate action with due regards to whether the behavioural issues might be a result of educational, mental health or other needs and vulnerabilities. Where SEND or SEMH issues are identified, analysis tools will lead to an individual and personalised plan as detailed within this policy. If a child continues to endanger the physical or emotional wellbeing of other children or staff, despite exhausting the school's planned response (including work with external agencies) then suspension or exclusion may be considered. In accordance with the Equality Act 2010, under no circumstances will a pupil with identified SEND or SEMH issues be excluded before the processes within this policy have been completed.

Where a pupil with SEND or SEMH issues is permanently excluded because of a SEND or SEMH related need that could not be met at the school, all records will be shared as part of an effective handover with the pupil's next destination.

The Head Teacher will work in conjunction with the parents of any child with additional needs to establish the most effective support mechanisms.

Preventative measures – Off-site direction and managed moves

Before taking a final decision to exclude, the Head Teacher will consider whether it is in the best interests of all parties to initiate off-site directions or managed moves as preventative measures to exclusion.

Off-site direction

Off-site direction is where the governing board of a maintained school uses powers under Section 29A of the Education Act 2002 to require a child to attend another education setting for the purpose of improving their behaviour (DfE 35 to 46).

Off-site direction does not require parental consent but HCC recommends that this is sought and secured wherever possible. Children should be dual registered during an off-site direction to another school. Certain parameters must be followed where off-site provision is arranged under the Section 29(A).

The Head Teacher will decide, in communication with the child and their parents/carers, whether off-site direction is an appropriate solution to manage a child's behaviour and avoid suspension or exclusion. Where all parties agree to

this course of action, the school will work with the child and their parents/carers to discuss and agree a plan for the off-site direction, including a proposed maximum period of time that this will be in place.

The Head Teacher will notify parents, and the LA if the child has an EHCP, in writing with information about the placement no later than two school days before the relevant day.

The school will keep any off-site placements under review by holding review meetings at intervals deemed appropriate by Head Teacher. Where possible, review meetings will be convened at a time suitable for the child's parents/carers, and will invite parents/carers in writing to each review meeting no later than six days before that date. Where parents/carers request, in writing, that the Head Teacher holds a review meeting, this will be arranged as soon as is reasonably practicable, unless there has been a review meeting in the previous 10 weeks.

The Head Teacher will decide at each review meeting whether the arrangement will continue and for what period of time; the meeting will also decide arrangements for further reviews. Reviews will be recorded in writing, including any decisions made regarding the placement.

Managed moves

A managed move is the transfer of a pupil who is at high risk of permanent exclusion from one school to another school to give the pupil a fresh start and a new beginning (DfE 47 to 51). This may follow an off-site direction where the pupil has settled in well to their new provision.

Managed moves should be voluntary and agreed with all parties involved, including the parents and the admission authority of the new school (also agreed with the LA if a child has a EHCP). However, this does not, of course, remove the right of parents to apply for a place at any school they wish to and for their application to be processed in the normal way.

The school will ensure that detailed records are kept of any decision to initiate a managed move, including evidence that appropriate initial intervention has been carried out. The school will participate in information sharing with the child's new school, including sending data on prior and current attainment, academic potential and any risk management strategies. The school will also cooperate with the child's new school to create an effective integration strategy.

Parents/carers who have concerns that a managed move is being forced on them or who are unhappy with a managed move will be referred to the Complaints Policy and Procedure.

Duty to inform the FGB and LA

The Head Teacher will inform the FGB without delay, of the following:

- Any permanent exclusions (including where a suspension is followed by a decision to permanently exclude the child)
- Any suspensions which would result in the child being suspended for more than 5 school days in a term (or more than 10 lunchtimes)
- Any suspensions or exclusions which would result in the child being absent from an examination or national curriculum test

For any suspensions and exclusions, other than those above, the Head Teacher will notify the FGB once per term.

The Head Teacher will inform the LA of all suspensions or exclusions, regardless of their length, without delay.

All notifications to the FGB and LA will include the reasons for suspension or exclusion and the duration of any suspension.

If a child who is suspended or excluded lives outside the LA in which the school is located, the Head Teacher will notify the child's 'home authority'.

Duty to inform social workers and the virtual school head (VSH)

When a child has been suspended or excluded, the Head teacher will, without delay, notify the child's social worker, if they have one, and the VSH, if they are a looked-after child. This notification will include the period of any suspension and the reasons for suspension or permanent exclusion.

Social workers and/or the VSH will also be informed when a meeting of the FGB is taking place, and will be invited to attend the meeting should they wish to do so.

The responsibilities of the governing board in relation to exclusions

Governing boards have a key responsibility in considering whether excluded pupils should be reinstated. They also have a duty to challenge and evaluate what their school's data is telling them about exclusions from the school and pupil movement more generally ([DfE 106 to 109](#)). These duties include:

- Monitoring the characteristics of pupils who have been suspended or permanently excluded to determine whether certain groups of pupils are being treated more harshly than others, perhaps as a result of unconscious bias and taking steps to address any issues which arise. This forms part of the board's Public Sector Equality Duty (PSED);
- Monitoring and challenging data around off-site directions and managed moves, checking to see if any patterns emerge, e.g. if high numbers of children with SEND are moving the FGB may wish the school to review its SEND support. The FGB may also wish to satisfy itself that any cost implications arising from off-site directions are being carefully considered and that the school is getting good value for money in terms of outcomes;
- Ensuring that the placements of pupils directed to off-site education are being reviewed at appropriate times, that the procedures are being properly followed and checking to see that the interventions are achieving their objectives and that the pupils are benefitting from them;
- Ensuring that there are no unofficial or informal exclusions taking place and that where children have been removed from roll that this has been done lawfully and that there is no off-rolling going on;
- Monitoring whether there are any children on part-time timetables and if so, whether there is a valid reason where these are happening and that the proper procedures are being followed;
- Considering the circumstances in which exclusions have been cancelled/withdrawn to ensure that there is no improper practice e.g. parents being put under pressure to accept their child's removal from roll by a means other than by permanent exclusion so they don't have that on their school record, which could be considered as an example of off-rolling;
- Monitoring effectiveness and consistency in the school's implementation of its behaviour policy;
- Checking to see that the correct absence codes are being recorded in the school's registers;
- Monitoring instances of where pupils receive repeat suspensions;
- Checking to see that appropriate off-site provision is being made for pupils who receive more than five days of suspension in any given term;
- Making sure that appropriate interventions are being put in place to support pupils at risk of suspension or permanent exclusion;
- Checking any variations in the rolling average of permanent exclusions to understand why this is happening and to ensure that they are only used when necessary; and
- The timings of moves and permanent exclusions, and whether there are any patterns, including any indications which may highlight where policies or support are not working.

The clerk to the suspensions and exclusions review panel is responsible for:

- Making reasonable efforts to inform the appropriate individuals that they are entitled to:
 - Make written representations to the panel
 - Attend the hearing and make oral representations to the panel
 - Be represented
- Making reasonable efforts to circulate copies of relevant papers at least five school days before the review to all parties.

- Giving all parties details of those attending and their role, once the position is clear.
- Attending the review and ensuring that minutes are produced in accordance with instructions from the panel.

Guidance and Training for Staff

Guidance and training are essential in this area. We need to adopt the best possible practice at school and recognise that it is essential that it is arranged for all staff. All new staff have a meeting with one of our Therapeutic Thinking (previously STEPS) Tutors. Our tutors have refresher training every year and all staff across school also receive a full day (6 hours) training every two years and an annual refresher in between these times (3 hours.) Staff have open, honest conversations about practice and any breaches of this policy are dealt with promptly. The school's behaviour policy is updated annually following tutor's refresher training and this is reviewed by staff and governors.