



The Minster Junior School Policy

Behaviour Management Policy

POLICY APPROVAL DATE:	1 ST SEPTEMBER 23
POLICY REVIEW DATE:	SEPTEMBER 24



Promoting Good Behaviour

The Motto at the Minster Junior School is: 'Let us be concerned for one another, to help one another to show love and do good.' (Hebrews 10 v24).

The values of our school are: Respect, Responsibility, Peace, Love, Cooperation, Honesty, Faith, Humility, Hope, Trust and Care and Stewardship.

PRINCIPLES

- God values every child. To learn well, every person must know how to foster the best environment in which to learn and know his or her responsibility for how each person behaves within that.
- Everyone has spiritual, mental, social, emotional and physical needs.
- Good relationships are key, with all adults being exemplary role models, and with the school's values at the core of all actions and words. Consistency should be provided through every person knowing the expectations, knowing exactly what will happen if the expectations are met and what will happen if they are not met.
- Where children have needs that need to be addressed individually, school will use research, seek advice and work with parents and outside agencies where appropriate, to seek to meet a child's needs. The Behaviour Lead liaises carefully with the SLT so that needs are known and reasonable adjustments made; staff have training that enables them to support children's needs.
- We use research and expertise gleaned from respected sources to seek to provide exemplary practice in teaching positive behaviour for learning, e.g. research from: specific specialists engaged in Autism Spectrum Disorder (ASD) and Pathological Demand Avoidance (PDA); background reading for those with attachment issues; trauma training for the entire staff to support those with adverse childhood experiences (ACEs); Education Endowment Foundation; Paul Dix's 'When the Adults Change, Everything Changes'.
- The update from KCSiE 2022 recognises the impact children of witnessing Domestic Abuse/Violence. Children may display behaviours that concern others.

What do we mean by good behaviour?

At Minster Junior School, we have clear expectations so that adults and children know what is expected of them at any given time, ensuring that they can learn effectively.



There are three school rules which underpin our expectations of our learners and staff:

Be Responsible

Be Respectful

Be Safe

Class teachers have discussed what these rules mean with each class, and will, at every opportunity, model these rules.

Be responsible – Being *responsible* means being dependable, keeping promises and honouring our commitments. It is accepting the consequences for what we say and do. It also means developing our potential to being the best that we can be. We listen to, and help each other. People who are responsible don't make excuses for their actions or blame others when things go wrong. They think things through and use good judgment before they take action. They behave in ways that encourage others to trust them.

People who are responsible take charge of their lives. They use positive 'growth mindset' language, make plans and set goals for nurturing their talents and skills. They are resilient in finding ways to overcome adversity. They make decisions, taking into account obligations to family and community. Children need to learn that being part of a family and a community involves accepting responsibilities. When each of us acts responsibly, our families, school and larger communities will be more resilient and certainly stronger.

Be respectful – Respect denotes both a positive feeling of esteem for a person and also specific actions and conducts representative of that esteem. Respect can be defined as allowing yourself and others to do their best.

At the Minster Junior School, it is our intention to create a mutually respectful atmosphere between all individuals involved within our school including governors and the leadership team, teachers and other staff members, pupils, parents and visitors. As such, everyone is expected to remain respectful to each other at all times. Pupils and staff are expected to greet each other with kind words. Respect includes using manners when talking to one another, not teasing, including everyone in an activity, or even just active listening. Within the classroom, children are expected to follow the instructions of all adults and to abide by the rules set. We encourage the use of the 'one voice' approach within the classroom, so children know that when 'one voice' is talking, they must listen and be respectful. Our pupils know that respecting one another is crucial to creating a good learning environment; we cannot learn if we do not feel respected.

Be safe – sitting properly, keeping hands and feet to self, using resources so that everyone is safe, following instructions for the use of all objects.

1. Walking around the school the expectation is that children walk on the left hand side of the corridor in a calm and sensible manner, speaking with quiet voices, if at all, so as not to disturb others. They keep their hands and feet to themselves.
2. During collective worship and assemblies, children are to sit and listen respectfully keeping their hands and feet to themselves. When we have a time of prayer or reflection, if children do not

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wish to pray, they know they do not have to, but everyone will bow their heads and not look around, so that everyone is given the opportunity to be undisturbed in their thoughts.

3. On the playground, children are to play kindly together, sharing and engaging with one another in a respectful manner, playing fairly at all times. They will follow the rotas and use equipment with care to prolong its use. When there are disagreements, everyone is expected to deal with these in a non-violent way, first seeking to discuss the issue with their peers in order to resolve the issue. If this is unsuccessful and more help is needed, they may go to a member of the lunchtime staff team, all of whom wear high visibility jackets. If this is unsuccessful, then they may go to a member of staff on duty. Resolution by any physical means, profanity or language using inequality is unacceptable.

4. In the lunch hall, children are to follow the rules on display and the instructions of the midday supervisors and dinner staff, showing respect to them at all times. The lunch hour is for relaxation, social enjoyment and to eat and drink healthily.

Daily Meet and Greet

At the start of each day, each teacher will stand at the door and welcome their children with a 'Good Morning...' and at the end of each day, 'Have a good evening...' upon their departure from the classroom.

Every day, at the school gate a member of SLT/SMT/the pastoral care team 'greet' the children and families.

REWARDS USED WITHIN SCHOOL

Token System

Pupils' names displayed on a whiteboard at the front of the classroom. Pupils will be accorded ticks to denote an action worthy of praise and recognition, three of which will be equal to 1 merit. For an exceptional piece of work, the child could get a merit straightaway. Lunchtime supervisors also contribute towards the merit scheme. In the course of a week, all children should have achieved at least 2 merits. Record of merits will be kept by class teacher weekly and then sent to Mrs Fernandez – at the end of each term. She will arrange for prizes to be distributed to children in each class, based on the number of merits that they receive.

Over and above

Awards of recognition may be given for any area of school life that demonstrate pupils 'going over and above', including for excelling in class work, home-learning, a sporting activity or in the playground. These children will be invited to 'Hot Chocolate Fridays' with Mrs Green, the Head of School. The awardees' names will be emailed to Mrs Green by Thursday evening, who will host children in Years 3 and 4 one week and children in Years 5 and 6, the following week.

Recognition Board

This is the simplest way to shift our culture to being a positive one. Simply write the behaviour on which you want to focus, e.g. 'I can use accurate peer feedback' or 'I can listen to my partner's feedback before speaking' or 'I can share maths equipment with my group'. When you see children

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demonstrating this behaviour well, write their name or place their picture on the Recognition Board. This board is not meant to 'shower praise' on individual children.

Rather, it is a collaborative strategy: *as a class, we are one team, focused on one learning behaviour and moving forward in one direction.* By its very nature, the focus on the Recognition Board should change as the class teacher sees fit: daily, twice weekly, for example. Relentlessly pursue the behaviour you want by chasing it hard and reinforcing it. Remember that the objective is to get each child's name on the Recognition Board, although there is no prize or material reward. Even children who previously received a sanction can have their name on the Board if they are caught displaying positive behaviours; one doesn't cancel out the other.

Values and Achievement Awards

Value of the Month certificates are presented to a child in each class who demonstrably exudes the value. Names should be emailed to Ms Hewitt when requested.

Achievement Awards will be presented to a pupil in each class who meets high standards of excellence in their learning. Class teachers will email the names of recipients to Mr Francis when requested.

PIP and RIP

These rules will be discussed in each class and there will be an opportunity for children to ask questions in each year group as to what these mean. Children need to know that all staff will respond to their behaviours in a fair and consistent way. Children will be told that although staff might seem to be merely noting poor behaviour in the lesson, those poor behaviour choices WILL be dealt with. It is our policy to Praise in Public (PIP) and Reprimand in Private (RIP).

A reminder will be given (a specific script will be used based on the work of Paul Dix)

Stepped Boundaries - Gentle approach, use child's name, child level, deliver message	
1. REMINDER	<p>I noticed you chose to (noticed behaviour) This is a REMINDER that we need to be (Responsible, Respectful and Safe) You now have the chance to make a better choice Thank you for listening</p> <p>Example - 'I notice that you're running. You are breaking our school rule of being safe. Please walk. Thank you for listening.'</p>

A warning will be given (a specific script will be used based on the work of Paul Dix)

Stepped Boundaries - Gentle approach, use child's name, child level, deliver message

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2. WARNING	<p>I noticed you chose to (noticed behaviour) This is the second time I have spoken to you. You need to speak to me for two minutes after the lesson.</p> <p>If you choose to break the rules again you will leave me no choice but to ask you to, (work at another table/work in another classroom / go to the quiet area etc. or got to R&R.....) (learner's name) If the work I expect you to do is not finished, then you will go to R&R until it is done. Do you remember when (model of previous good behaviour)? That is the behaviour I expect from you. Think carefully. I know that you can make good choices. Thank you for listening / I'm glad we had this conversation.</p> <p>Example - 'I have noticed you are not ready to do your work. You are breaking the school rule of being responsible. You have now chosen to catch up with your work at playtime. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.'</p>
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'Take up Time': This is described by Bill Rogers: When a child has been given a reminder or warning, they may give a non-verbal response. This might be a sigh, tut, rolling of the eyes or raising of eyebrows. This is often a behaviour on the way to acquiescing. This is a secondary behaviour rather than the focus of instruction, and should be tactically ignored whilst the teacher chooses to focus on the rest of the class. (This may be the final action on the way to compliance). After 'take up time', the teacher will check that the instruction has been followed. If it hasn't, then a consequence will be given.

Action will be taken

3 Consequence	<p>I noticed you chose to (noticed behaviour)</p> <p>You have been reminded and warned and now need to..... (Go to quiet area / Go to sit with another class / Go to another table etc.) or go to Reflect and Repair (R&R) e.g. if moved to a quiet area and still doesn't complete the work, they will complete the expected work in R&R. If the child is disruptive to others, then a member of SLT may be sent for.</p> <p>Playground: see behaviour that leads straight to R&R. You have broken the rule of keeping safe. I have reminded you it's not your turn to use the climbing frame. You also had a warning and chance to get off the equipment but chose to keep playing. You are still playing on it so now you'll have to go to R&R. You may use it again when it's your turn, which is on Wednesday. Thank you for listening. (Remember to give the child take up time to get off the equipment). Example - 'You have had a warning and given a chance to work on a different table but you still haven't finished your work and you have disrupted others, so now you need to go to _____'</p>
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Scale of sanctions

If a child refuses to leave the classroom or to follow instructions, then a member of SLT may be sent for. A restorative approach will be used but there may be a need for further sanctions. Across the school, all teachers, teaching assistants and lunchtime staff will follow the same scripts in talking to the children and the same sanctions for lesson times. **Reflect and Repair time**
Reflect & Repair is managed by Mrs Robertson (Family Link Worker) over lunchtime; the Blue Hut will be used for this. Restorative Practice needs to be seen through: use 'Restorative Five' 8pages 128-130 (Dix). If a child is sent to R&R, the class teacher must record this the same day on CPOMS.

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<u>Type of behaviour</u>	<u>Level of Sanctions</u>
Persistent rudeness	10 Min R&R
Barging with intent	15 Min R&R
Kicking/Slapping/ Spitting	20 Min R&R and letter home
Inappropriate Touching/ Grabbing	20 Min R&R and phone call home
child on child abuse*	20 Min R&R and phone call home
Racism (2 nd Record) See Assistant Heads	20 Min R&R and phone call home
Homophobic comments including LGBTQ (2 nd Record) See Assistant Heads	20 Min R&R and phone call home
Inappropriate language (2 nd Record) See Assistant Heads	20 Min R&R and phone call home
Comments regarding disability (2 nd Record) See Assistant Heads	20 Min R&R and phone call home
Bullying Complaint (2 nd Record) See Assistant Heads	20 Min R&R and phone call home
Comments regarding gender (2 nd Record) See Assistant Heads	20 Min R&R and phone call home
Inappropriate use of Social Media (2 nd Record) See Assistant Heads	20 Min R&R and phone call home
Fighting in anger	20 Min R&R and letter home (2 nd time a TCM, etc. depends on situation)
Profanity	20 Min R&R and letter home
Displaying behaviours that endangers them self, pupils, employees or visitors either in school or on a trip e.g. trying to leave the building, vehicle or group.	Consider the needs of the pupil and then there should be a measured response. These could include one or all of the below: R&R Letter home Suspension Consider whether they are safe to leave the school
Repeatedly endangering them self, pupils, employees or visitors either in school or on a trip e.g. trying to leave the building, vehicle or group.	Suspension
Deliberately <u>breaking or damaging</u> something	Cost paid for by family

*Note: child on child -depending on the severity of the incident, further actions may be required e.g. referral to CSCP

When pupils have been in R&R more than five times per half term. The Behaviour Lead, Mrs Robertson (family link worker) and the class teacher will discuss a range of strategies to secure an improvement in behaviour. This may include meeting with parents to discuss the way forward.

Plans for and records of such meetings will be saved on CPOMS and SLT and Family Link Worker alerted.

Behaviour Plans and Further Support

If a pupil's behaviour is giving cause for concern and the sanctions above are not adequately addressing the behaviour, Head of School and the Assistant Heads will meet with the child to discuss

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this. At all times, a restorative approach will be used to understand the situation better. This may be enough to support change in behaviour.

This work may involve the class teacher and/or parent. It may also involve any victim if there is one.

Behaviour plans are constructed to have minimum disruption to learning on a daily basis and give children time to rectify their behaviour, after they have realised how they may be impacting their learning or having an effect on others.

Behaviour targets may be used to encourage and support the child to alter their behaviour. This will involve targets being set for the pupil and progress against the targets monitored by the SLT and the class teacher.

It may be that a behaviour target may be needed, e.g. 'You have been asked to stay after class to discuss calling out three times per week. That is twelve times in a month.' The aim may be to reduce that to six in the next month. The plan will be discussed with the pupil and their parents and reviewed at agreed intervals.

The child's behaviour might also warrant a CAMHS intervention or a referral to the SEaDS or Mental Health Support Team (MHST) programmes, both of which function as in-school operational arms of CAMHS. This will be discussed with parents before a referral is made.

The AHTs will ensure that the senior Lunchtime Supervisor (LTS) is kept up to date with current behaviour plans, where necessary. All behaviour concerns that involve an inequality or bullying are stored on CPOMS and monitored by the SLT and the welfare team. Class teachers will make any other relevant people working with the children aware of any behaviour concerns.

The Assistant Head of School for Inclusion will, in agreement with the Family Link Worker, liaise with the local authority's Behaviour Support Team (BST), Child and Adolescent Mental Health Service (CAMHS), Mental Health Support Team (MHST), Early Help Team, Croydon Drop In (CDI) and other appropriate agencies such as P4YE, in developing further specific strategies relevant to developing, supporting and remedying the required behaviours of those children for whom these are warranted.

Break times & Lunchtimes

The expectations of behaviour in school as outlined in the policy are the same at all times and places within the school day.

Playground Rules are the same as those indoors:

Be responsible

Be respectful

Be safe

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At break time, teaching staff are on duty and will apply the same sanctions as the classroom for poor behaviour. All staff should be aware that the sanctions are a guide and must take into account the needs of individual children and the severity of the incident, when dealing with behaviour.

At lunchtime, the lunchtime staff (LTS) will apply the same approach to behaviour techniques as used in class, a reminder of the school rule, a warning of consequences, take up time and then consequences if necessary. The LTSs are expected to praise the children, but they must personally tell the class teacher if they think a child is deserving of a merit. The lunchtime staff will record any reminders or warnings the team have given to children at lunchtime on CPOMS.

A member of the Senior Leadership Team (SLT) or Middle Leadership Team (MLT) will be on duty daily and will support with behaviour issues that arise on the playground at that time.

Minster Junior School - Restorative Practice History and Impact

Globally, restorative practice began amongst tribes in the southern hemisphere and is, in itself, victim-focused. It encourages the articulation of feelings and emotional needs, provides opportunity for the ripple effect of negative action to be understood and with this, the perpetrator to grasp how they would have felt if they had been the victim. This approach has been shown to change mind-sets.

Restorative Practice (RP) is a strategy that is used to resolve incidents that occur in our school. It will be used at a low level (small issues) and a more intense level (where a more serious incident or repeated issues are occurring and it is considered to be a relevant approach).

At its core, the restorative approach is a philosophical shift away from the traditional, punitive approach to wrongdoing. The restorative perspective views misbehaviour as an offense against relationships. This approach maintains a focus on accountability of actions with a specific emphasis on empathy and repairing of harm. To that end, RP seeks to address underlying issues of misbehaviour and reintegrate wrongdoers back into the school and classroom community.

<u>Traditional/ Punitive Approach</u>	<u>Restorative Approach</u>
What rule was broken?	Who has been hurt/what relationship was damaged?
Who broke the rule?	What are the needs of those harmed and what parties have a stake?
What do they deserve/how will they be punished?	What stakeholders will be involved and what process will put things right again?



The Five Core Beliefs of Restorative Practice

Core Belief 1:

Everyone has their own unique perspective on a situation or event and needs an opportunity to express this and feel heard.

Core Belief 2:

What people think at any given moment influences how they feel at that moment and these feelings inform how they behave.

Core Belief 3:

Our actions and deeds impact those around us. It can be helpful to reflect on the wider ripple effects of any given action or incident.

Core Belief 4:

As Restorative practitioners we believe that when our needs are met we can function at our best and that all our actions are strategies we have chosen to meet our needs at the time.

Core Belief 5:

As Restorative practitioners, we believe that it is those who are affected by an issue or problem who are the people best placed to find ways forward, in collaboration with each other.

Restorative Questions- A Five-step Framework

This framework for interacting with others is based on the five core beliefs above. These questions can be used when engaging with others in a conflict scenario that needs a 'Restorative' meeting.

- **1. What happened?**
Variations of this can be used depending on the situation: What's happening? What's going on? What's up? What's troubling you?
- **2. What were you thinking when...? And how were you feeling inside?**
Variations of this can be used depending on the situation: What was going through your mind? What were you telling yourself?
- **3. Who do you think has been affected by what has happened, and how? What are the ripple effects?**
Variations of this can be used depending on the situation: Who may be affected if you do this?
- **4. What do you need to be able to move forward?**
- **5. What do you think needs to happen next to put things right?**

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The questions are asked as part of an informal or formal conference. In using this approach, the emphasis is on developing relationships through the perpetrator accepting responsibility for what they have done and making decisions about more appropriate future actions using a problem solving approach. It also enables the victim to sense closure and that the perpetrator has faced up to their actions. The teacher acts as facilitator. It is the children themselves, who come up with the solutions.

We also place an emphasis on emotional literacy and use this as part of everyday vocabulary on display, to support children in dealing with their emotional wellbeing and regulation.

Supply teachers will receive guidance about the school's Behaviour Policy when they arrive at the school. Wherever possible, behaviour policies and processes will be sent to supply teachers, via our frequently used agencies, in advance, when there is a planned absence. Class teachers will leave notes about the pupils in their class, identifying those pupils whose behaviour is a concern and strategies that are to be used when dealing with those pupils.

School Trips and Educational Visits

Teachers who take groups of children on visits are responsible for the behaviour of the children on the visits. The scale of sanctions for inappropriate behaviour will follow those stated below. Risk assessments will be carried out before any visits take place. Staff will identify pupils who are at risk and, with SLT, discuss measures that can be put in place to ensure that where possible, all pupils can take part in the visit. If risks cannot be effectively managed in this way, then a pupil may not be allowed to take part in a trip or visit and in the case of the Y6 residential trip, parents may be asked to collect their child. Staff leading visits will ensure that all adults on a trip are clear about their responsibilities.

Discipline beyond the school gate.

Reports from children and parents regarding non-criminal, bad behaviour and bullying taking place outside school, will be dealt with in accordance with procedures outlined in the Process for Behaviour Management and the Anti-Bullying Policy.

In non-school related activities i.e. where there is not a school member of staff supervising the children but the children are recognisable by their uniform, reports of inappropriate behaviour will be investigated.

Temporary class move (TCM)

If a child is persistently defiant or if their safety or that of others is compromised, they may be sent to another class for a longer period of time with appropriate work (typically this has been for half a day to 2 days depending on individual circumstances). The class teacher will inform SLT, who will in turn inform the child's parents. This will be noted on CPOMS and SLT and the Family Link Worker alerted.

The child may be kept in at break and lunchtime but will be given necessary breaks to eat, use the toilet and have fresh air.

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During a TCM there will be an opportunity to use Restorative Practice with the behaviour lead or Family Link Worker.

Safeguarding:

DFE Guidance: 'Behaviour and discipline in schools', January 2016:

'Schools should consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff should follow the schools' safeguarding policy. They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school should consider whether a multi-agency assessment is necessary.' In ensuring that safeguarding is at the heart of the behaviour management process, 'Keeping Children Safe in Education' 2020 and 'Working Together to Safeguard Children' 2018, underpin and run seamlessly through the promotion of excellent standards of behaviour in our school.

Serious offences

Any bullying concerns or concerns regarding protected characteristics or inappropriate use of social media are reported to the Behaviour Lead, Assistant Heads or Head of School immediately (refer to Anti-Bullying Policy for procedures to follow). Details of what they have witnessed or what the child has reported must be logged on CPOMS.

Open and persistent defiance and persistent or extreme aggression must receive the attention of the Head of School.

A decision may be made to remove a child from the playground for a specific number of days. The child may be kept in at break and lunchtime but will be given necessary breaks to eat, use the toilet and have fresh air. Other consequences could include a TCM or internal exclusion.

Any bullying concerns or concerns relating to a protected characteristic or inappropriate use of social media are logged on CPOMS, monitored by SLT and reported termly to the governing body.

NB- All concerns will be fully investigated against protected characteristics or types of bullying. These will be recorded and reported back to the victim, person making the allegations, perpetrator and relevant parents.

Malicious allegations against staff

Any allegation against a member of staff will be investigated under the Child Protection Policy and Procedures in relation to DFE Guidance: 'Keeping children Safe in Education', September 2020.

In respect of malicious or unsubstantiated allegations

If an allegation is determined to be unsubstantiated or malicious, the designated officers(s) should refer the matter to the children's social care services to determine whether the child concerned is in need of services, or may have been abused by someone else. If an allegation is shown to be

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deliberately invented or malicious, the Head of School, principal or proprietor should consider whether any disciplinary action is appropriate against the pupil who made it; or whether the police should be asked to consider if action might be appropriate against the person responsible, even if he or she was not a pupil.'

The following definitions should be used when determining the outcome of allegation investigations:

- **Substantiated**: there is sufficient evidence to prove the allegation
- **Malicious**: there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive
- **False**: there is sufficient evidence to disprove the allegation
- **Unsubstantiated**: there is insufficient evidence to either prove or disprove the allegation. The term, therefore, does not imply guilt or innocence
- **Unfounded**: to reflect cases where there is no evidence or proper basis which supports the allegation being made.

The Head of School or principal or (where the Head of School or principal is the subject of an allegation) the chair of governors, or the chair of the management committee or proprietor of an independent school (the 'case manager'), should discuss the allegation immediately with the designated officer(s). The purpose of an initial discussion is for the designated officer(s) and the case manager to consider the nature, content and context of the allegation and agree a course of action. The designated officer(s) may ask the case manager to provide or obtain relevant additional information, such as previous history, whether the child or their family have made similar allegations previously and about the individual's current contact with children. There may be situations when the case manager will want to involve the police immediately, for example if the person is deemed to be an immediate risk to children or there is evidence of a possible criminal offence. Where there is no such evidence, the case manager should discuss the allegations with the designated officer(s) in order to help determine whether police involvement is necessary.

See also DFE Guidance: 'Allegations of abuse against teachers and non-teaching staff', March 2012.

Internal Exclusion

Parents must be informed before or after the time of the exclusion

This will be decided in consultation with the Head of School, or in her absence the Assistant Head of Schools. This applies to pupils who are rude and defiant to staff, those pupils whose behaviour harms the education or welfare of the pupil or others in the school and pupils who display persistently poor behaviour, despite proven support.

The internal exclusion could be to a room within the school, away from other pupils, with appropriate support and supervision and may continue during break periods.

This may be used where sanctions such as Lunchtime Detention or working in another class are not deemed appropriate and the behaviour is not sufficiently serious to merit a Fixed-Term Exclusion. It will only be used when it is in the best interests of the child or other pupils. 'The school must also ensure the health and safety of pupils and any requirements in relation to safeguarding and pupil

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welfare... Schools should ensure that pupils are kept in seclusion or isolation (internal exclusion) no longer than is necessary and that their time spent there is used as constructively as possible. Schools should also allow pupils time to eat and use the toilet.’ (DFE Jan’16: ‘Behaviour and discipline in schools’, 42 and 43).

Internal exclusions should be logged by the AHTs or the Head of School on CPOMS and parents notified in writing. They should be subject to review, with the necessary follow up and support. The school will evaluate the impact of internal exclusions.

During an internal exclusion, there will be an opportunity for a ‘Restorative Practice’ discussion as a means of helping the child to ‘Reflect and Repair’ the behaviour that has taken place.

Suspensions and Exclusions

A fixed term exclusion is a last resort and is only used after careful consideration.

The following is taken from DFE guidance 2012 / updated July 2017: Exclusion from maintained schools, Academies and pupil referral units in England.

Section 3-The Head of School’s power to exclude - a guide to the law

- (1) Only the Head of School (includes acting Head of School) of a school can exclude a pupil and this must be on disciplinary grounds. A pupil may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently. A fixed period exclusion does not have to be for a continuous period.
- (2) A fixed-period exclusion can also be for parts of the school day. For example, if a pupil’s behaviour at lunchtime is disruptive, they may be excluded from the school premises for the duration of the lunchtime period. The legal requirements relating to exclusion, such as the Head of School’s duty to notify parents, apply in all cases. Lunchtime exclusions are counted as half a school day for statistical purposes and in determining whether a governing board meeting is triggered.
- (3) The law does not allow for extending a fixed-period exclusion or ‘converting’ a fixed-period exclusion into a permanent exclusion. In exceptional cases, usually where further evidence has come to light, a further fixed-period exclusion may be issued to begin immediately after the first period ends; or a permanent exclusion may be issued to begin immediately after the end of the fixed period.
- (4) The behaviour of a pupil outside school can be considered grounds for exclusion.
- (5) The Head of School may withdraw an exclusion that has not been reviewed by the governing board.

If a pupil is to be excluded The Head of School will follow current DFE legislation and guidance on suspensions and exclusions, effective 1 September, 2023.

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The Minster Junior School, in suspending and excluding pupils, will follow the SDBE MAT's 'Suspensions and Exclusions guidance found at: <https://www.sdbemat.org/3788/policies>

Power to Search and Confiscation

DFE advice: 'Behaviour and discipline in schools', 2022 states:

SDFE Guidance - Screen, Searching and Confiscation July 2022

'There are two sets of legal provisions which enable school staff to confiscate items from pupils:

- 1) **The general power to discipline** ...enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully.

- 2) **Power to search without consent** for "prohibited items" including:
 - knives and weapons
 - alcohol
 - illegal drugs
 - stolen items
 - tobacco and cigarette papers
 - fireworks
 - pornographic images
 - any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and

Weapons and knives and extreme or child pornography must always be handed over to the police.'

Any confiscated item other than those prohibited under the DFE guidance above will be returned to the child at the end of the day, unless the items are unsafe in which case they will be returned to the parents. There is strict guidance on how to deal with prohibited items in the DFE document 'Screening, searching and confiscation – advice for Headteachers February 2014/updated January 2018.

'Let us be concerned for one another, to help one another to show love and do good.' Hebrews 10:24



Incidents involving the use of reasonable force

In some circumstances, physical intervention with a child/young person may be seen as appropriate e.g. preventing an accident or to prevent injury to themselves or others. This should be achieved with minimum force and for minimum time.

DFE advice: 'Behaviour and discipline in schools', Jan 16 states:

38: 'Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.'

39: Head of Schools and authorised staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. This search will be carried out with two members of staff present, one of whom must be the same sex as the person being searched.

40: Schools can also identify additional items in their school rules which may be searched for without consent. Force **cannot** be used to search for these items.'

See further advice in DFE guidance: Use of reasonable force, July 2013.

If a child's behaviour suggests that physical restraint may be necessary, this should be recorded in the Behaviour Plan.

If possible there should be two adults present when a child is restrained. One of these should be the Head or AHTs, or a member of SLT in their absence, who have received training in Positive Handling. Staff members should act immediately and request the Head, AHTs or a member of SLT to be sought asap.

The incident should be recorded by the Head of School or Assistant Head of Schools. Any such incidents should be recorded on the form 'Record of the use of reasonable force/ safety measures'. This will be saved on CPOMS.

Monitoring and evaluation

The Behaviour Lead, Ms Frois – Assistant Head of School – will 'drop in' to observe classroom behaviour at any point during the school day, whether it is outside in the playground or in the classrooms, and will feed back with teachers on the points observed at these times. This will be more frequent at the beginning of the academic year to support staff in establishing routines focussed on behaviour for learning, especially children new to the school, such as in year 3. Ms Frois will also regularly monitor the extent to which restorative practice, Meet and Greet and Recognition Boards are having a positive impact on behaviour and self-esteem in school.

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NB: for monitoring and evaluation purposes all records of behaviour incidents, bullying concerns and concerns relating to protected characteristics or inappropriate use of social media, will be logged on CPOMS.

The Behaviour Lead and SLT, will evaluate behaviour-related incidents and report to the governing body termly via the Head of School.



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