

# Respectful Relationships Policy 2021

## A Restorative Approach for Behaviour Management



St Day and Carharrack Community School  
*We are the **CHANGE-MAKERS** of OUR WORLD!*

### OUR VISION

**ENJOYING, ENGAGING, EXCELLING**

Happy, healthy children, **enjoying** learning for life - surrounded by kind, respectful relationships and **engaging** in rich learning experiences. **Together** we will enable and encourage **ALL** our children to discover their unique gifts of character, talents and abilities. Our children will enthusiastically contribute to society, **excelling** in all they choose to do. They will communicate confidently, listen openly, think critically and question respectfully – our children will be the responsible **Change-Makers of Our World**.

### OUR SCHOOL AIMS:

*to live our vision and values through our behaviours It starts with every one of us!*

**People** – placing kindness at the centre of our community to grow healthy, trusting, listening relationships to enable everyone to be responsible, respectful, self-sufficient, valuable members of our local, national and global communities

**Place** - creating a safe learning environment both in and out of the classroom where children's voices are heard, the bravery, risk-taking and uniqueness of everyone is encouraged and celebrated - to grow our 'CHANGE –MAKERS'

**Purpose** - living our values of **ENJOYMENT**, **ENGAGEMENT** and **EXCELLENCE** to deliver high quality, inclusive education in order that all learners achieve and exceed their personal best – to **be brilliant**

### LIVING OUR VALUES:

#### ENJOYMENT

*Laughing  
Loving  
Learning*

#### ENGAGEMENT

*Communicating  
Collaborating  
Contributing*

#### EXCELLENCE

*Be your best  
Be even better  
Be brilliant*

This policy outlines how we use a **Restorative Approach** for **Positive Behaviour Management** – in line with being a **Rights Respecting School** and a **Trauma Informed School**. Our high expectations are set out in our Golden Rules, created with our children each year – to enable everyone to be **ready, respectful and safe** at all times. We expect everyone to live our Vision, Values and Golden Rules – to grow a mutually respectful, safe, learning environment for everyone to **ENJOY, ENGAGE and EXCEL** in their learning.

## OUR GOLDEN RULES

### OUR GOLDEN RULES

*How we expect our whole community to behave:*

**We are gentle, kind and helpful**

**We don't hurt others**

**We listen**

**We don't interrupt**

**We are honest and responsible**

**We don't cover up the truth**

**We learn and let others learn**

**We don't waste our own or others' time**

**We care and look after our environment**

**We don't waste or damage school property**

**We keep ourselves and others safe**

**We don't put each other in danger**

*We are proud of our school and will do our best to follow our Golden Rules*

### OUR CHARTER PROMISE

This day...this week...this year,  
I will do my best,  
To be kind,  
Gentle and helpful.  
I will learn and let others learn,  
I will show respect to everyone,  
I will listen and be responsible,  
I will tell the truth and learn from my mistakes.  
I will care and look after my environment,  
And be determined  
To enjoy, engage and excel,  
To be grateful and happy with everything I do.  
I'll do the best that I can,  
To enable everyone to be brilliant.

**This is my promise!**

### Policy Statement

St Day and Carharrack School is committed to creating a caring environment where excellent behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour choices and encourage others to do the same. By following this Respectful Relationships Policy, we equip everyone with a consistent, proactive approach. This leads to positive behaviours for learning and a partnership approach to managing behaviour choices and restorative interventions that support staff and children to repair relationships.

### Aim of the Policy

- To create a culture of exceptionally good behaviour: for learning, for community for life.
- To ensure that all children and adults are treated fairly, shown respect and to promote kind, caring relationships.
- To help children take control over their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, care, good humour, patience, honesty and empathy for others.
- To promote community cohesion through improved relationships.
- To ensure that excellent behaviour is a minimum expectation for all with support in place where sensitive adaptation is needed to achieve this.

### Purpose of the Policy

To provide simple, practical procedures for staff and children that:

- Recognise behaviours needed for successful learning.
- Positively reinforces behaviours needed for successful learning.
- Promote self esteem and self regulation.
- Teach appropriate behaviour through positive interventions - a restorative approach.

By following our Golden Rules, we show ***READY, RESPECTFUL and SAFE*** behaviours.

Golden Rule	Rights Respecting School	Responsibility
<b><i>We are:</i></b>	<b><i>We have the right to:</i></b>	<b><i>and the responsibility to:</i></b>
<b>We are gentle, kind and helpful -</b>	We have the right to be respected	and the responsibility to respect everyone.
<b>We listen -</b>	We have the right to be heard	and the responsibility to listen to others.
<b>We are honest and responsible -</b>	We have the right to share our views	and the responsibility to tell the truth.
<b>We learn and let others learn -</b>	We have the right to be educated	and the responsibility to learn as much as we can.
<b>We care and look after our environment -</b>	We have the right to a clean, safe school	and the responsibility to look after our resources.
<b>We keep ourselves and others safe -</b>	We have the right to be protected	and the responsibility to be kind to everyone.

Our Golden Rules help all members of our community by setting appropriate boundaries to ensure everyone is ***ready*** to learn, ***respectful*** and ***safe*** at all times. Staff will model these rules through all interactions at school. Our approach is committed to **safeguarding** and promoting positive emotional and physical health and well-being of every individual involved in our school community.

These rules will be clearly displayed in each classroom and on the school's website. Positive behaviour is promoted through all aspects of the curriculum. Specific teaching takes place in assemblies, RSE, RE, PSHE, circle-time and through the social skills learned at lunch and playtimes. To boost self-esteem, children are encouraged to look for classmates demonstrating Golden Rules and acknowledging this during class circle-time and assembly.

At St Day and Carharrack, all behaviour is understood as communication of need. Staff are expected to identify the need and provide developmentally appropriate strategies to remove the barriers to enable successful engagement in school life. We strive to work in partnership with our families and expect parents/carers to support the school's Respectful Relationships Policy. If a child's behaviour gives particular cause for concern, parents/carers will be involved as soon as possible so we can consistently support the child, in and out of school, to develop appropriate behaviour.

Children are supported to develop their own self-regulation and take responsibility for their actions. Using a restorative justice approach enables children to understand how their actions impact on themselves and others. Children can then take responsibility for their actions and make better choices in the future.

We believe that clear expectations, consistency and fairness are crucial to creating a positive learning environment in which everyone feels valued, supported and listened to. Our high expectations run throughout the whole school day including breakfast club and after school clubs. Everyone in our school community, including parents, play a part in creating this positive learning environment.

### **We are a Rights Respecting School – RRS**

As a Rights Respecting School, we aim to promote the rights of children, as outlined by the United Nations Convention on the Rights of the Child (1989). Whilst emphasising behaviour that respects the rights of everyone, we also make consequences clear. Children know and understand behaviour that respects the rights of everyone in our school and are encouraged to choose behaviour that will help everyone around them.

#### **Articles that we aim to promote and respect through this policy include:**

**Article 3:** The best interests of all children must be a top priority in all decisions and actions that affect children

**Article 12:** Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously

**Article 14:** Every child has the right to think and believe what they want as long as they are not stopping others from enjoying their rights

**Article 28:** Every child has the right to an education. Regulation in schools must respect children's dignity and their rights

**Article 29:** Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment

**Article 31:** Every child has the right to relax, play and take part in a cultural and artistic activities

### **We are a Trauma Informed School – TIS**

We are committed to educational practices which Protect, Relate, Regulate and Reflect ([see Appendix A](#))

#### **We are invested in supporting and developing the very best possible relationships between:**

- School staff
- Children and school staff
- Family and school staff
- Children and children
- Family and children
- School staff, governors and external agencies

### **We are a Restorative Justice Approach School – RA** ([see Appendix B](#))

At St Day and Carharrack, a RA helps us to create a happy, safe environment where children learn to be in relationship with each other and take responsibility for their actions.

A Restorative Approach ensures RRS and TIS practices are incorporated alongside our vision and values. We support everyone to be responsible, respectful, self-sufficient, valuable members of our local community and beyond. RA supports everyone to grow. RA gives everyone a voice. RA heals relationships. A Restorative approach helps our children to feel treated fairly as valued individuals.

RA acknowledges that conflicts happen. Rather than seeking to blame and dispense 'punishment', RA repairs harm. When an incident arises, we use a restorative process to bring those harmed by conflict, and those responsible for the harm, into communication. We can enable everyone affected to play a part in repairing the harm, finding a positive way forward and learning to act differently in the future.

### **Consistency in Practice** (see [Appendix F](#) for 'script')

A sustainable consistent approach comes in the robust implementation by every member of our community to:

- **Follow our Golden Rules** – to support consistent language and consistent response in praising or correcting behaviours.
- **Use the Restorative Approach questions** to ensure all conversations about behaviour are fair and consistent. Staff all have a 'mini' prompt guide to use.
- **Consistently follow up** - the member of staff taking responsibility for behaviour ensures the consequence is followed through. Staff can seek help and direction from SLT if necessary – to best support the child.
- **Use consistent positive reinforcement** - routine procedures for reinforcing (praising children who are following the Golden Rules), encouraging and celebrating appropriate behaviour (see Rewards).
- **Consistent consequences** - defined, agreed and robustly implemented by all staff at the classroom level (see Consequences).
- **Consistent, simple rules and expectations** – see Golden Rules to support everyone to be **READY, RESPECTFUL and SAFE**.
- **Consistent respect from the adults** by being calm and patient at all times especially when a child is not being respectful. Diffuse, distract and de-escalate to avoid making the situation worse – it will be unpicked later when the child is regulated.
- **Consistent models of emotional control** - emotional regulation that is modelled and not just taught – teachers and all staff are role models for behaviour and learning at all times.
- **Consistently reinforced rituals and routines for behaviour around the school** - In classrooms, around the building, at reception and in the school grounds by all staff at all times.

### **All Staff**

- Meet and greet children at the beginning and end of the day.
- Refer to our Golden Rules to be '**Ready to learn, Respectful and Safe.**'
- Model, model, model positive behaviours and build relationships.
- Plan lessons that engage, challenge and meet the needs of all learners (see Curriculum Policy).
- Recognise and praise positive behaviours throughout every lesson.
- Continually calm and give 'take up time' when going through the stepped approach to

modify behaviours – modelling for the child.

- Follow up every time - retain ownership and engage in reflective restorative conversations with children.
- Never ignore or walk past children who are not following the Golden Rules.

### **Senior Leaders**

Senior leaders support colleagues to guide, model and show a unified consistency to all children at all times.

- Meet and greet children at the beginning and end of the day.
- A visible presence around school to encourage appropriate behaviours.
- Enable staff to sit in on restorative conversations led by SLT – to enable the successful return to class with the same messages given by staff member.
- Celebrate staff and children whose efforts go above and beyond expectations by sharing good practice with all staff – learning from each other.
- Encourage use of positive rewards in class and positive phone calls home to parents on a Friday.
- Ensure staff training needs are identified and targeted.
- Use behaviour data to target and assess interventions through half-termly analysis of data and cpoms.
- Support staff in managing children with more complex negative behaviours – through shadowing staff using positive approaches and specific training with SendCo and external agencies when required.
- Regularly review provision for learners who struggle to follow the school Golden Rules.

### **Managing Behaviour in Class – A Golden Classroom Environment**

**‘Enjoying, Engaging and Excelling’** in learning is always the primary aim. With consistent routines and high expectations in place, children are in a safe place to manage their feelings, emotions and behaviour. For the vast majority of children a gentle reminder or nudge in the right direction is all that is needed. Focus is on praising the behaviour we want to see. Teachers **prepare, pre-empt and plan** for positive learning environments.

#### **This will include:**

- A consistent approach with clear, fair and explicit boundaries -Golden Rules followed.
- High expectations, low threat.
- CHANGE model of learning consistently followed along with a progressive, quality first curriculum (see Teaching and Learning Policy).
- Positive language focusing on choices.
- Believing that children can succeed.
- Praise positive behaviours and reward with GOLDEN TICKETS.
- Weekly Circle-Time - Restorative circles ([see Appendix F](#))
- An organised, clutter free learning environment, where children feel safe and calm.
- Independence in using resources to facilitate learning.
- Flexible groupings in class learning to raise aspirations in both learning and behaviour and develop positive relationships across all groups of children.
- Planned seating on the carpet area/tables to ensure all children feel safe and can succeed. This changes regularly.
- Adult support to encourage positive engagement and to break down the learning



- Supportive learning partners.
- Pre-empting any changes to the school day to ease any potential anxiety.
- Routines and expectations to be consistent across all staff e.g. how we come in after playtime, walking along corridors to the hall. Adults model expected behaviour and manage children in a calm and consistent manner.
- Staff 'check in' with children at key points in the day: making time to listen and support in problem solving.
- Open and honest relationships between staff are valued: supporting and learning from each other.
- Moving children if necessary to encourage engagement.
- Reinforce expectations about looking after resources (e.g. whiteboards/pens/books).
- Distraction to re-engage (positive engagement with asking questions, sorting activity or finding a resource).
- Staff will be aware of behavioural plans for individual children.
- Teaching strategies to support self-regulation and positive health and well-being.
- All staff understand the importance of **meaningful verbal praise** to acknowledge positive behaviour - *'Thank you for following our Golden Rule of being kind and helping with this'.*

Acknowledging children who are doing the right thing serves both as a reward for the child concerned and promotes a positive ethos throughout the school - personal **praise** can be as effective as a larger, more public, reward and recognises individual need.

### **Recognition and Rewards**

The use of praise in developing this positive atmosphere in the school community is key to developing trusting relationships, including with those children who are hardest to reach.

#### **Rewards can be presented in a variety of ways:**

- GOLDEN TICKETS to be given to individuals showing desired learning behaviours and following the Golden Rules ([see Appendix C](#))
- Weekly 'Golden Leader' celebration raffle - The opportunity to undertake special responsibilities as a reward for excellent behavior and consistently following our Golden Rules.
- Collecting a specific amount of Golden Tickets will lead to a class Golden Leader recommendation.
- Class half-termly 'Golden Treat' – whole class reward if target is reached – child led.
- All staff can give any child GOLDEN TICKETS, and should have GOLDEN TICKETS on them at all times. Children must know WHY they have been given a ticket – praise needs to be specific.
- The presentation of 'STAR of the Week' and celebrating the 'Golden Leader' - for outstanding learning behaviours and learning – are shared in our weekly assembly.
- Being sent to other members of staff for positive reinforcement.
- Praising children in front of their class or another class.
- Headteacher's commendation for exceptional efforts.
- '**Lunchtime Awards**' for consistently good manners and behaviour during lunchtimes.
- Stickers can be given by any member of staff for effort, achievement, courtesy, honesty or good behaviour generally.
- Informing parents at the end of the day of successful achievements and behaviours
- Friday 'gratitude' phonecalls home.
- A special mention in the newsletter.
- End of year achievement certificates and a variety of awards are presented for outstanding

behaviour. Year 6 children will be recognized for their contribution to the school. This will inspire the younger children to further develop their own positive attitudes to their schooling.

- Teachers can set up their own in class reward systems in conjunction with Golden Tickets e.g. star chart, marbles in a jar, hall of fame

## **Strategies and Process for Challenging Inappropriate Behaviour** (see Appendix D stepped approach)

This **stepped approach** can be used when gentle encouragement or a reminder of the rules has not worked.

If gentle reminders have not worked, the member of staff follows the steps:

1. Verbal Warning (green)
2. Visual Reminder (purple polishing card)
3. Consequence and reflection time (see Appendix E for 'script')

### **1. VERBAL WARNING to stay green**

This separates the child from the choice of behaviour. A clear verbal caution is delivered, making the child aware of their behaviour, giving a choice and clearly outlining the consequences if they continue with the behaviour. The Golden Rules are mentioned along with what we would expect to see. This is done quietly: the impact of making better choices and changed behaviour is increased by not publicly shaming the child. Threats such as, "If you do not follow instructions, you will get a red card," should not be used. 'Take up time' to make a positive choice is given.

### **2. VISUAL REMINDER to slow down— PURPLE POLISHING CARD**

If the child chooses to continue with the same inappropriate behaviour, the member of staff places a YELLOW CARD in front of the child, or hands it over quietly. Quite often, there will be no additional explanation needed and the adult should walk away. If there are low level comments as you walk away, write them down and ensure they are followed up later when the child is able to respond appropriately.

This is the second chance the child has had to modify their behaviour. 'Take up time' is given.

### **3. CONSEQUENCE to stop**

If behaviours continue, the agreed consequence is followed, including reflection time.

**Staff will always deliver consequences calmly and with care.**

These procedures reset at the beginning of each learning session. Child is welcomed back.

## **Consequences**

**Consequences are carefully considered** and are reasonable and proportionate depending on the context - which differ between serious and minor behaviours. All staff have a responsibility to challenge and manage inappropriate behaviour. **Consequences** are followed up if verbal reminders and visual warnings have not enabled the right choices to be made. Children learn to expect fair consequences applied consistently by all staff.

We have an agreed system of consequences to respond to unacceptable behaviour.



## **Responses range from polite reminders to permanent exclusion, intended to:**

- Provide consistency.
- Minimise disruption to others especially during teaching and learning time.
- Provide every opportunity for children to correct their own behaviour, make positive choices and prevent further consequences being applied.
- Allow early involvement of parents, SEN and referrals to support agencies.
- Do everything reasonably possible to avoid exclusion from school.

When consequences are applied, children should be helped to understand why their behaviour is not acceptable. Displeasure is expressed with the action and never the child using the language of 'choice'.

Where possible the consequence and restorative approach (see Appendix B) will take place the same day so that the child has a fresh start for the next session or the following day. Give the child a chance to reflect away from others – this may happen in your own classroom and/or another classroom. If the child has reflection in another room, he/she must be escorted to sit in that class for 10 minutes or for the rest of the session (less for younger children). This process will be handled sensitively. A restorative reflection sheet is completed (see Appendix G) Missed learning will be made up in the child's own time during playtimes/lunchtimes and sent home if not completed.

**When the consequence and reflection time is completed the child returns to class. The teacher welcomes the child back, making it clear that they are liked and valued. If the consequence is not completed, the child reports to SLT during lunchtime, with the class teacher, to decide any further actions. This is decided by SLT, class teacher and child together, and this will be dependent on the context as well as the individual needs of the child. Parents are informed by the class teacher on the same day and the incident is recorded on CPOMS.**

Consequences support the child to develop a full understanding of the implications of their behaviour on themselves and others. When behaviour repeatedly gives cause for concern, parents will be notified and/ or invited in for a formal restorative discussion with the child's class teacher, Headteacher and child. Any repeated inappropriate behaviour will involve the support of external agencies.

If there is physical violence or use of abusive language towards staff or peers, the child has an **immediate consequence** and is escorted to SLT. This could be for biting, kicking, throwing and destroying school property, hitting, shouting, spitting and any physical or verbal threatening behaviours.

The incident is managed with a restorative approach. At all times, adults are mindful that there are other anxieties and trauma, which may be at the core of these behaviours.

The incident is recorded on CPOMS and the Headteacher is informed.

The main care-giver is informed if a **consequence** has been given during that day. If there are **multiple consequences** given in a short space of time, then a formal meeting with the class teacher and SLT is held. Actions from this meeting are recorded on CPOMS.

*At the end of each session, the adult ensures that the relationship is re-established restoratively and the child knows not only what the desired behaviours should be, but also that the adult cares about them and believes that they can succeed. Conversations with children can be firm and clear, delivered with kindness.*

**The same process is in place for lunchtimes and playtimes** (see Appendix G)

*All efforts should be made to ensure happy, engaging playtimes; however, children must meet with the class teacher or member of the SLT (who will have been alerted by radio) if:*

- there is a serious physical assault on another child
- a child is being verbally abusive or rude (to staff or other children)
- there is a friendship dispute which needs unpicking in depth due to historic events

Following a playground incident, clear communication between lunch and classroom staff is expected. If the lunchtime supervisor is leaving after lunch, it is crucial that any vital information is passed onto the class teacher or SLT before leaving the building. The class teacher must ensure that any significant incidents are recorded on CPOMS.

## **A HIGH LEVEL OF CONCERN**

### **Dealing with Serious Incidents**

We have the right to take measures to keep all children and staff safe. These measures include:

- The legal right to confiscate inappropriate items from pupils such as sharp implements
- Statutory powers to address children who behave badly on the way to and from school bringing it into disrepute.
- The Headteacher has the power to search pupils if they suspect one of them is carrying a knife or other offensive weapon.
- A legal duty to make provision to tackle all forms of bullying.
- To report all incidents of racism.
- Exclusion for any form of serious assault on pupils or staff.
- To report sexism and sexual harassment.

### **Sexism and sexual harassment**

In line with Keeping Children Safe in Education, St Day and Carharrack School will record and respond to all reports and concerns of child on child sexual violence and sexual harassment, including those that have happened outside of the school premises, and or online. Parents will be involved immediately and referrals to external agencies will be made if deemed necessary. School and home will work together on solutions to support with the understanding of acceptable and unacceptable sexual behaviours. School will follow and implement the PSHE curriculum which includes statutory Relationships Education and Relationships and Sex Education – to promote an understanding of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. All incidents will be flagged with families.

The Headteacher has a duty of care to all children and staff, and this Relationships Policy takes appropriate account of the health and safety of all children and adults in the school.

If a child refuses to follow adult instruction (eg. leave the classroom) and is putting themselves and others in danger (with verbally or physically inappropriate behaviours) - staff trained in 'team-teach' may restrain a child from further harm or alert SLT for assistance.

Staff will radio the office for support and give the '**class red card**' to a trusted child to take to the Headteacher/School office. The member of staff will understand that help is needed urgently.

## **Persistent Behaviours**

If a child has been persistently given consequences, they will be monitored closely by a member of SLT. A letter will be sent home by the Headteacher if a child is receiving three or more consequences in a week. If there is no change within a week, a meeting will be arranged between the class teacher and the parents to discuss the behaviours. A daily home/school monitoring and communication log will be set up for two weeks.

If a child continues to exhibit challenging behaviour a formal behaviour plan will be put in place to avoid exclusion. This will be written in consultation with the teacher, child and family to ensure that any additional needs are reflected in the plan.

For children who find emotional regulation challenging and have persistent social and emotional needs (impacting on their own learning and the learning of others), a bespoke programme to support the child will be initiated in conjunction with the family, and external professionals when appropriate. This forms part of their individual **behaviour plan** (usually including a positive handling plan), which is under review half termly. This may involve support through 'Nurture' provision for a fixed period of time.

There should be 'no surprises' as parents/carers are informed when children are struggling in school.

## **Risk Assessments and Individual Behaviour Plans**

If we become aware that a child is likely to behave in a dangerous or disruptive way that compromises safety and may require the use of reasonable force, we will plan how to respond.

### **Such planning will address:**

- Management of the child - reactive strategies to de-escalate a conflict, holds to be used if necessary – detailed in a positive handling plan.
- Involvement of parents to ensure that they are clear about the specific action the school might need to take.
- Briefing of staff to ensure they know exactly what action they should be taking.
- Identification of additional support including referrals to external agencies if appropriate.

Children needing a specific behaviour plan will be supported in 'Nurture' to learn about the 'Zones of Regulation' ([see Appendix I](#)). This is used to identify and recognise behaviours and the sensations that go with their behaviour, as well as making explicit what actions can be taken by the child and by adults to be calm and regulated. Visual representations are used by adults, with identified children, to support them in understanding how to regulate their emotions.

## **SEND and Inclusion** ([see SEN Information Report](#))

St Day and Carharrack School recognises its legal duty under the Equality Act 2010 to

prevent people with a protected characteristic from being at a disadvantage and consequently our approach to challenging behaviour may be differentiated to cater to the needs of the child. The school's Special Educational Needs Coordinator works in partnership with parents to identify underlying needs and explore options for intervention and support.

Where necessary, external support and advice will be sought from specialist teachers, including educational psychologist, medical practitioners and others to identify or support specific needs. When acute needs are identified in a child we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review on a regular basis.

## **Exclusion**

As a last resort, exclusion procedures will be enforced by the Headteacher. On occasion, the incident may require immediate internal or external exclusion. Local guidelines will be closely followed. A MARU referral may also be considered to support the family.

**All decisions to exclude are serious and only taken as a last resort or where the breach of the School rules is persistent or serious.**

'Good regulation in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. The Government supports head teachers in using exclusion as a sanction where it is warranted.' (D/E 'Exclusion from maintained schools, Academies and child referral units in England 2012')

Please refer to 'Exclusion from maintained schools, Academies and child referral units in England 2012'. For the **National Standard List of Reasons for Exclusion** [\(see Appendix H\)](#)

The Government supports Headteachers in using exclusion as a consequence where it is warranted. At St Day and Carharrack School, exclusion will be avoided wherever possible with early intervention made to identify and address underlying causes of disruptive behaviour as soon as possible.

The Headteacher decides whether to exclude a child, for a fixed term or permanently, taking into account all the circumstances, the evidence available and the need to balance the interests of the child against those of the whole school community.

Wherever practical, the Headteacher will lead a restorative conversation to give the child an opportunity to be listened to before taking the decision to exclude.

While exclusion may still be the appropriate consequence, the Headteacher will take account of any contributing factors identified after an incident of poor behaviour has occurred. For example if a child has suffered bereavement, has mental health issues or has been subject to bullying.

## **Fixed Period Exclusion**

A child may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year). This can include exclusion from the school's premises for lunchtime periods (counted as a half-day exclusion). The behaviour of children outside school can also be considered as grounds for exclusion.

A fixed period exclusion does not have to be for a continuous period. In exceptional cases,

usually where further evidence has come to light, a fixed period exclusion may be extended or converted to a permanent exclusion where this is justified.

Continued fixed term exclusions may lead to a **reduced timetable** for the child if it is the School's belief that a time limited reduced timetable would have a positive impact on modifying the child's behaviour. This will be discussed and agreed with the parents/carers prior to its instigation and reported to the local authority. A clear review date will be identified, and increased attendance will always be sought during these reviews. If the child has an Education, Health and Care Plan any consideration of a reduced timetable must include the Local Authority. Further information and advice is available by contacting the Statutory SEN Service or by having a look at the Local Offer.

Ongoing severe incidents and fixed term exclusions may lead the School to work with parents/carers to seek a managed move to another primary setting. This may include seeking alternative provision and is an option which would prevent a child being permanently excluded.

For the most serious behaviour incidents or in a situation where all other avenues of management have not had the desired impact, a **permanent exclusion** will be instigated. This will be conducted within the statutory guidance and will be the decision of the Headteacher following consultation with the Chair of Governors.

### **Permanent Exclusion**

Permanent exclusion will only be used as a last resort, in response to a serious breach, or persistent breaches, of the school's behaviour policy; **and** where allowing the child to remain in school would seriously harm the education or welfare of the child or others in the school.

#### **Serious breaches that may lead to permanent exclusion include:**

- Persistent long-term defiant behaviour.
- Threatening or actual physical assault against children or staff.
- Sexual abuse.
- Supplying illegal drugs or carrying an offensive weapon.

Exclusions will not be imposed immediately, unless there is an immediate threat to the safety of others in the school.

#### **Before deciding to exclude we will ensure that:**

- A thorough investigation has been carried out.
- The child has been encouraged to give their version of events.
- Consideration is given to whether the incident may have been provoked, for example by bullying or by racial harassment.
- A written record of actions taken and restorative conversations with the child are kept.
- The evidence shows that the child was responsible for the incident.

It is important to note that the response or consequence given for any incident does not set a precedent for future responses to similar incidents of behaviour involving other children. The Headteacher will liaise with the Local Authority for support and advice regarding any points discussed in this policy.

### **Parents' Right to Appeal**

Depending on the type of exclusion, in most cases parents will have the right to make

representations to the governing body. In all cases of permanent exclusion, parents will have the additional right to appeal to an independent appeal panel.

### **Childs' Education During Exclusion**

St Day and Carharrack School has a duty to provide suitable full-time education for the excluded child from the sixth school day of any fixed period exclusion of more than five consecutive school days. The Local Authority is under a duty to provide suitable full-time education from the sixth school day of a permanent exclusion.

Parents must take responsibility for their child if they are excluded from school, and must ensure that they are not in a public place without good reason during school hours within the first five school days of any exclusion. If they do not, the school or Local Authority may issue a £50 penalty

### **Unfounded Allegations Against Staff**

Where a child makes an unfounded malicious allegation against a member of staff, the child will be either internally or externally excluded. The terms of the exclusion will depend on the nature and seriousness of the allegation. Some children may also need to be referred to an Educational Psychologist for assessment.

This does not affect the School's responsibilities in relation to safeguarding. Allegations of abuse must be taken seriously, and will be dealt with quickly in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. Every effort will be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated.

### **Additional Measures to Prevent Fixed or Permanent Exclusion**

The range of measures the School uses will be clearly communicated to staff, children and parents. These can include:

- A written warning including the agreement of a behaviour plan to be monitored.
- Loss of privileges – for instance the loss of a prized responsibility, withdrawal from after school clubs or a school role.
- Directed lunch time/play time to repair the broken Golden Rule.
- Confiscation, retention or disposal of a child's property if deemed inappropriate.
- School- based community service or imposition of a task – related to the Golden Rule broken eg. picking up litter or tidying a classroom.
- For some children, their behaviour difficulties may be so severe and complex that they may require an Education Health and Care Plan. This will be determined by the SENCO and through Educational Psychologist advice. (See the Special Educational Needs and Disability Policy for more details).

### **Confiscation of Inappropriate Items**

Please refer to DfE guidance 'Screening, Searching and Confiscation - Advice for head teachers, staff and governing bodies' and to 'Section 91 of the Education and Inspections Act 2006'.

The law enables staff to confiscate, retain or dispose of a child's property so long as it is reasonable in the circumstances. They can seize any prohibited item found as a result of a



search. They can also seize any item, however found, which they consider harmful or detrimental to school regulation.

Staff confiscating items should inform the Headteacher and hand items into the school office as soon as possible. The office must complete the necessary information to identify the item, the date it was confiscated, the name of the child and the member of staff's name. The confiscated item must not be given to another child to hand in or be left in an unsecure area at any time.

Headteachers and authorised staff can use reasonable force to conduct a search for the following prohibited items: knives and weapons; alcohol; illegal drugs; stolen items; tobacco and cigarette papers; fireworks; pornographic images and any article that has been or is likely to be used to commit an offence, cause a personal injury or damage property. Force cannot be used to search for items banned under school rules.

**No more force will be used than is reasonably necessary in the circumstances; acknowledging our legal duty to make reasonable adjustments for children with special educational needs or disability (SEND).**

The law protects staff from liability for damage to, or loss of, any confiscated items provided they have acted lawfully.

**Return of Confiscated Items**

The Headteacher should consider all relevant circumstances to decide whether to return the item to its owner, retain it or dispose of it. If to be returned, a parent must collect the item from the school office the following day.

**USE OF REASONABLE FORCE (DFE GUIDANCE July 2013 Use of reasonable force)**

All School staff have the power to use reasonable force to prevent children committing an offence, injuring themselves or others, or damaging property, and to maintain good order and regulation in the classroom. This includes people who the Headteacher has temporarily put in charge such as unpaid volunteers or parents/carers accompanying children on an organised visit.

Please refer to Section 93 and 95 of the 'Education and Inspections Act 2006' and DfE guidance 'Use of reasonable force - Advice for Headteachers, staff and governing bodies'. (See also Safe Touch Policy)

**Schools can use reasonable force to:**

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so.
- Prevent a child behaving in a way that disrupts a school event or a school trip or visit.
- Prevent a child leaving the classroom where allowing the child to leave would risk their own safety or lead to behaviour that disrupts the behaviour of others.
- Prevent a child from attacking a member of staff or another child, or to stop a fight on the playground.
- Restrain a child at risk of harming themselves through physical outbursts.

**Types of force deemed to be reasonable:**

- Passive physical contact resulting from standing between two children or blocking a child's path
- Active physical contact such as leading a child by the hand or arm; ushering a child away by

placing a hand in the centre of his back; or, in more extreme circumstances, using appropriate restrictive holds.

### **Circumstances when reasonable force can be used will depend on:**

- The seriousness of the incident.
- The chances of achieving the desired result by other means.
- The relative risks associated with physical intervention compared to using other strategies. Where possible a clear oral warning to the child that contact may have to be used should be given.

### **Situations that call for judgements of this kind include:**

- A child attacking another child or member of staff.
- Child fighting - causing risk of injury to themselves or others.
- A child committing, or on the verge of committing, deliberate damage to property.
- A child is causing, or at risk of causing, injury of damage by accident, rough play, or by the misuse of dangerous objects or materials.
- A child persistently refusing to follow an instruction to leave the classroom.
- A child is behaving in a way that seriously disrupts a lesson and the learning of others.
- A child is behaving in a way that seriously disrupts a school sporting event or school visit.

### **Positive Handling**

All Class teachers are trained in positive handling (Team Teach) – September 2021.

Positive handling is the positive application of force with the intention of protecting the child from harming himself or others or seriously damaging property. Incidents of physical restraint must always be used as a last resort, when all other forms of behaviour management have been exhausted, and be applied using the minimum amount of force and the minimum amount of time possible in a way that maintains the safety and dignity of all concerned. It should never be used as a form of punishment.

### **Actions After an Incident**

Positive handling often occurs in response to highly charged emotional situations and there is a clear need for debriefing after the incident, both for the staff involved and the child. SLT will take responsibility for making arrangements for debriefing once the situation has stabilised. An appropriate member of the teaching staff should always be involved in debriefing the child involved and any victims of the incident should be offered support, and their parents informed.

When there has been a need for staff to physically intervene in a situation a record MUST be completed by the reporting member of staff, signed by the Headteacher and uploaded to CPOMS. This is a legal requirement and must take place on the same day as soon after the event as possible. All sections of this report should be completed in as much detail as possible. The Headteacher will contact parents as soon as possible after an incident to inform them of the actions that were taken and why, and to provide them with an opportunity to discuss this.

### **Alternatives to Physical Interventions**

A member of staff who chooses not to make a physical intervention can still take effective action to reduce risk:

- Show care and concern by acknowledging unacceptable behaviour and requesting alternatives using negotiation and reason.
- Give clear directions for child to stop.
- Remind child about rules and consequences.
- Remove an audience or take vulnerable child to a safer place.
- Make the environment safer by moving furniture and removing objects which could be used as weapons.
- Use positive touch to guide or escort child to somewhere less pressured.
- Ensure that colleagues know what is happening and get help.

## **Safe Touch**

The quality of the child's relationships with significant adults is key to their healthy development and emotional health and wellbeing. Research clearly shows access to safe touch is a means of calming, soothing and containing distress for a vulnerable child. It is essential that children learn the difference between safe and unsafe touch. Safe touch is when brief, gentle contact is made on open or clothed parts of the body: hands, arms, shoulders, head and hair. The background of the child will always be considered. Safe touch used to calm, soothe or regulate a child's emotions is a needed developmental experience.

Staff may consider using safe touch as one of the means available to them for:

- Calming a distressed child.
- Containing an angry child.
- Affirming or encouraging an anxious child or a child with low self esteem.

## **Other means of calming, soothing and containing children include:**

- Using a weighted blanket.
- Slowing one's pace.
- Lowering the voice.
- Breathing more deeply.
- Initially matching the pitch and volume of the child's emotional display and then regulating it down by talking slowly, firmly and quietly in an unhurried and unflustered way.
- Providing clear, predictable, consistently held boundaries.

## **Behaviour outside of School**

Please refer to Section 89(5) of the 'Education and Inspections Act 2006'.

The School has the power to regulate pupils for misbehaving outside of the school premises.

We set high expectations for positive, appropriate behaviour, as is reasonable, when children are off the school site.

## **This includes behaviour on activities arranged by the School such as:**

- Educational visits and sporting events.
- Behaviour on the way to and from School.
- Behaviour when accessing other learning settings.
- The School will decide what to take into account in deciding whether a rule or consequence in a particular case is reasonable.

## **The following factors will be taken into account:**

- The severity of the inappropriate behaviour.
- The extent to which the reputation of the School has been affected.
- Whether the behaviour in question was on the way to or from the School, outside the entrance, or otherwise in close proximity to the School.

We will also consider any repercussions for the orderly running of the School and/or whether the behaviour might pose a threat to another child or member of staff (e.g. bullying another child or insulting a member of staff).

Account will also be taken as to whether the child was taking part in an outdoor adventurous activity, taking part in a school trip or participating in a sports event with another school i.e. when the child might reasonably be expected to act as an ambassador for the School and which might affect the chance of opportunities being offered to other children in the future.

Many learning activities will take place away from the School premises. Behaviour during such activities will be dealt with in the same way as for any other on-site activity.

Behaviour during off-site extended activities which are not supervised by School staff will be dealt with in the same way as described above.

### **Monitoring**

The Headteacher monitors the effectiveness of this policy. The Headteacher reports to the Governing Body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements. At St Day and Carharrack Primary School, we publish this policy on our website and through newsletters or email to inform parents.