



Behaviour Policy

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Allenton Community Primary School
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1. Our Philosophy

Allenton Community Primary School is committed to creating an environment where exemplary 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 and encourage others to do the same.

We believe that everyone can learn to self-regulate their own emotions and behaviour, and that understanding children's emotions is a key aspect of understanding and managing behaviour. To do this, we need to build positive relationships between staff and children, and children with their peers.

2. Policy Aims

- To help children to self-regulate, accept responsibility for their actions and make positive choices;
- To help children develop a sense of identity and celebrate achievement;
- To maintain a caring, orderly community in which effective learning can take place and where there is mutual respect;
- To make provision for a happy working atmosphere in school by providing high quality pastoral care;
- To develop positive relationships between staff and children, and between children and their peers.

3. Roles and Responsibilities

Maintaining good behaviour is the responsibility of all staff, governors and parents. We expect our staff and parents to be a good role model for our children as we develop a positive attitude to learning through our learning superheroes.

3a. The Teachers' and Additional Adults' Role

Teachers, leaders and additional adults need to establish consistently high levels of acceptable behaviour that has respect at its centre. Positive expectations, praise and reward are the key to successful classroom management. Pupils need to know how to make good choices.

They need to be taught to manage their own behaviour and begin to understand that the choices we make have consequences both positive and negative. Teachers will recognise that effective conditions for learning: planning, pitch, pace, participation etc. will impact positively on general classroom behaviour.

3b. Consistent Approach

There are 5 consistencies that all staff will uphold in the school. The cornerstone of each of these are a positive and supportive relationships between staff and pupils. At Allenton adults will

- 1) Model positive behaviours and notice these first.
- 2) Be fair and consistent with rewards and sanctions
- 3) Show calm and consistent behaviour.
- 4) Use scripted interventions to calmly and slowly deal with disruptive learners by ensuring they are stepped through sanction steps giving 'take-up time', every time.

5) Restorative practice to follow up every time, personally and engage in reflective conversations with pupil

3c. The role of the Governing Body

The Governing Body has a responsibility to support the school in achieving its aims for behaviour. It should work closely with the school and oversee the school's accountability in maintaining high expectations and ensure correct procedures are followed. The Governing Body should provide strategic support and challenge to the school. It will deal with any complaints regarding behaviour and will form a panel to review exclusions when required.

3d. The role of the Head of School and Senior Leaders

The leaders of the school have a responsibility to ensure the safety of all pupils and staff. The wellbeing of pupils and staff is a priority for senior leaders. The head of school and senior leaders will support staff in maintaining a calm and orderly environment and will work with staff, pupils and parents when supporting pupils manage their behaviour. The head of school and senior leaders will ensure that staff receive quality training on behaviour management, including on induction to the school. The school leaders will access support as required from Transform Trust such as the Enhanced Provision Panel for pupils at risk of exclusion.

3e. The role of parents/carers/guardians

Parents have a responsibility to work with the school to maintain high expectations for behaviour. They will reinforce the school rules and support the school in maintaining these. Parents have a responsibility to attend any meetings regarding their child. Parents should provide good role models for their children when talking about the school or with members of staff.

4. School Rules

At Allenton, we believe that children should be rewarded for making good choices and that we should focus on the successes a child makes. There are a variety of ways that children are rewarded across the school including Dojos, stickers, certificates, reward time and merits.

However, there are times when a child's behaviour means that there needs to be a consequence or sanction for a behaviour choice. Sanctions are always a last resort and pupils are given opportunity to turn their behaviour around and make better choices; they are aware of the next steps in behaviour and have every opportunity to turn their behaviour around. Behaviour posters are displayed in classrooms and make it explicit to pupils the consequences for their behaviour choices both positive and negative.

At Allenton we believe that pupils should be taught how to reflect on the choices that they have made regarding their behaviour so that they can make better choices in the future. We use reflective conversations to ensure that all pupils have a voice and that together with staff, they can resolve conflicts and take ownership over their behaviour and the consequences.

The school rules should be taught with consistency from EYFS to year 6 so that all pupils are clear of the expectations. There are three main rules for behaviour.

Our School Rules are:

Take care of yourself
Take care of others
Take care of our school

At Allenton, we believe that behaviour is a taught skill and should be given dedicated teaching time. This is so that staff can explain and make explicit to our pupils our expectations and so that we can give them the best opportunity to be successful. Children will be taught about:

- Using Good Manners
- Listening Attentively
- Respecting others learning
- Playground behaviour
- Following Instructions

The school rules should be revisited at least half termly so that consistency across the school can be maintained although any concerns should be addressed sooner with the whole class to prevent negative behaviours escalating. (see **Appendix 1** Allenton Behaviour Curriculum Overview) This document is the basis for planning and delivery within each year group for the school behaviour curriculum. Behaviour must be taught. Children should be taught how to behave and follow school expectations. Whilst the behaviour policy outlines how behaviour is managed, the Behaviour Curriculum document outlines how behaviour is taught. This enables the establishment of a school culture where pupils and staff flourish. The curriculum is taught explicitly during the Autumn term alongside the National Curriculum subjects. Children should learn the content of the curriculum so that they can recall the information and act upon it. At the start of each term, the schools' rules, routines and expectations are revisited with pupils and will continue to be reinforced throughout the year. The Superhero curriculum is taught throughout the school year with a behaviour focus given to the end of each day conversation. It is expected that all pupils will know this content. The process for teaching behaviour explicitly is as follows:

- IDENTIFY the behaviour we expect
- Explicitly TEACH behaviour
- MODEL the behaviour we are expecting
- PRACTISE behaviour
- NOTICE excellent behaviour

To support children to understand the rules and the learning superheroes, the school staff have created clear criteria for the learning superheroes Our School Superheroes: Reflective: Encouraging students to think about their own behaviour and experiences. This could involve self-assessment and understanding how their actions affect themselves and others. It helps students learn from their experiences and make better choices in the future. Resilient: Teaching students to bounce back from setbacks and handle challenges in a positive way. This includes building perseverance, coping strategies, and a growth mindset, so students can overcome difficulties and keep striving towards their goals. Resourceful: Developing students' ability to find solutions and use available resources effectively. This might involve problem-solving skills, creativity, and the ability to seek out and utilise help or information when needed. Reciprocity: Fostering a sense of mutual respect and collaboration. This means teaching students to work well with others, communicate effectively, and

build positive relationships based on understanding and support. These aims collectively support students in becoming well-rounded individuals who can navigate social situations, handle challenges, and work collaboratively with others. As identified in the EEF guidance report, teaching learning behaviours reduces the need to manage misbehaviour. Teachers can provide the conditions for learning behaviours to develop by ensuring pupils can access the curriculum, engage with lesson content and participate in their learning. Teachers should encourage pupils to be self-reflective of their own behaviours. Through the explicit teaching of positive behaviour, we want to show pupils what good behaviour looks like, but also why this behaviour is beneficial to them and others around them. This cannot be done through a one-off assembly, but needs systematic and explicit teaching, with a concerted effort from all staff in a school.

5. Routines and Social Norms

The school believes in creating a calm and purposeful environment where all children can reach their potential. To support children to understand and reach the schools/ minimum expectations clear routines and social norms (how we do things around here) will be embedded into our practice. These will focus around:

- Beginning and end of day routines
- Movement around the school
- Showing respect
- Engagement in learning
- Assemblies
- Dining hall

Teachers will be encouraged and supported to develop their own class routines to support the development of good behaviour in individual classes.

6. Recognition and Rewards

It is very important that recognition and reward should have great emphasis. Children will achieve more, be better motivated and behave better, when staff commend and recognise and reward their successes. At Allenton we believe in building positive relationships with pupils and recognising when children meet our expectation and reward when they exceed or show the actions of a learning superhero.

Praise can be delivered in formal and informal ways, in public or in private; it can be awarded to individuals or to groups; it can be earned for the steady maintenance of good standards as well as for particular achievements. Every opportunity should be taken to “Catch pupils being good” and should always be linked to the main school rules and learning superheroes. Staff award weekly behaviour certificates to pupils linked to the school rules and learning superheroes. Dojos points are also ways to acknowledge and reward good behaviours that link to the learning superheroes.

7. Whole School Reward System: Dojo and ladder system in class

The behaviour ladder (**Appendix 2**) and Dojos are intended to help staff focus on positive rather than negative behaviour. Dojo points link to the behaviour ladder and are given to reward pupils who show

the learning superhero behaviours.

A 'Dojo' can be awarded by any staff member to any child at any time and should never be deducted once it has been awarded to a child. All staff should award 'Dojos' at the time it occurs (where possible). This reinforces our philosophy that the care of all our children is the responsibility of all adults in school.

Dojo buttons are created for our learning superheroes, having a superhero day and a specific class focus (if appropriate).

At the end of each half term certificates for the number of Dojos a child is on should be awarded by the class teacher. Classes may decide individual rewards in class for when pupils achieve 100, 200 etc Dojos such as sit with a friend day, bring in a mascot, wear slippers etc. These can be decided with the class at the start of each half term during the reminders about expectations sessions. A class display will show the milestones of Dojo points and what children have achieved. Points will be reset at the start of each term.

8. Sanctions

In the use of sanctions, pupils learn from experience to expect fair and consistently applied consequences which differentiate between serious and minor offences. Sanctions are applied consistently by all staff, but with the provision for flexibility to take account of individual circumstances.

Children will be given clear warnings (non-verbal and verbal) and teachers will use support strategies (**Appendix 3**) to ensure pupils can show 'Allenton Always' behaviours. If the support strategies do not result in a change of behaviour, children will be given time to regulate. Teachers will use a range of techniques and refer to Zones of Regulation.

The behaviour ladder poster (**Appendix 3**) makes it explicit to pupils the consequences for the behaviour choices they make. Children should be involved in discussions about the sanctions allocated through a reflective conversation with the pupil which ensures that they understand and accept the consequences of their behaviour. When sanctions are applied, children should be helped to understand the reason, what they have done is not acceptable. Express your displeasure with the **action** and never the **child**.

Reflective conversations should be used by all staff to help children reflect on their behaviour and ensure that all parties have a voice regarding the incident and that there is learning around the behaviour to help prevent it occurring again. Some restorative conversations will be between several pupils who have fallen out whilst others will be between teaching staff and pupils. All conversations should end positively and pupils should then return to class for a fresh start.

A more serious incident will mean a child does not have to go through all the steps on the sanctions ladder. Examples of serious incidents are described below (not exhaustive)

- Deliberate damage to school property
- Physical contact
- Racial Abuse
- Swearing/inappropriate language directed at pupils/staff
- Stealing
- Bringing weapons in school or making weapons out of school equipment
- Aggressive behaviour
- Biting* (*age appropriate)
- Running away from adults
- Throwing things with the intention of hurting others
- Spitting at others
- Refusal *that stops others learning*

9. Missing Break or Lunch Time

Children may be kept inside at playtime or lunchtime.

This may be for:

- Inappropriate behaviour at a previous break time or lunch time; or
- the teacher wishes to have a quiet word with them about their behaviour; or
- they have not done enough work and need to catch up.*

**If the teacher is on playground duty, they could use a teaching assistant to facilitate this or it can be arranged with another class and supervised by the class teacher.*

We acknowledge that some pupils have a range of complex needs and as such may not respond to a rigid sanction system. In these situations, staff should exercise professional judgement and use bespoke approaches that meet the pupil's needs. Staff should consult with a member of the SLT or Inclusion Team for further advice where appropriate.

10. Seclusion

The school may determine that the child's behaviour is severe enough to seclude from the class for a period of time. An appropriate space and amount of time will be decided by discussion with senior leaders. In addition, seclusion may be used in the place of a suspension if deemed appropriate.

11. Suspension

Decisions about suspensions are made on a case by case basis. Particular circumstances such as the severity of the misdemeanour, the child's prior behaviour history, any special educational needs and any safeguarding concerns are all considered.

The decision to suspend a pupil from school for any period of time is never taken lightly. For this reason, the decision is taken following consultation between senior leaders.

The judgement about whether to suspend (or seclude) a pupil is based on Trust Policy and clear school guidance (**Appendix 5**) Consistency is maintained by ensuring all records are kept up to date and referenced before any decision is made.

When the suspension ends, the pupil, parents/ carers, and senior leaders meet to reintegrate the child into school and agree steps and reaffirm expectations to improve the child's behaviour. The pupil may spend some time with the Behaviour Mentor before reintegration to class. Parents must attend the reintegration meeting before a child can return to school after any suspension.

12. Permanent Exclusion

The decision to exclude a pupil permanently should only be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

The head of school will inform the Transform Trust and school governors that a permanent exclusion of a pupil should be considered. Within 15 days of the notice to permanently exclude, a Discipline Committee, comprising of three governors, meet with the family, the head teacher and a Local Authority representative to ask questions about the exclusion and present any reports.

At the meeting, the governors will decide either to support the permanent exclusion, informing the Education Officer that in their opinion the child should not return to the school, or to instruct the head teacher to accept the child back into school.

13. Keeping Records

All staff will use Arbor to log periods of reflection away from the class and more serious incidents. The purpose of logging incidents is to keep an accurate record of an individual pupil's behaviour. It is vitally important that all logs are recorded with accurate timings, location, relevant details, consequences applied and actions taken.

The Behaviour mentor will review this information half termly to target children who need intervention and this will be monitored and supported through our GRIP (Graduated Response Inclusion Pathway). An Inclusion intervention log is created based on Leuven data, safeguarding information and the analysis of serious incidents.

The school Inclusion team will review provision on a regular basis for those pupils causing significant concern. Senior Leaders will review the data at least termly and survey pupils, staff and parents annually.

14. Additional behaviour steps

The following process is in place to support pupils who are struggling to regulate their behaviour

- Adaptations initially made by class teacher
- Parent meetings with class teacher
- Informal support from behaviour team

- iCare Referral to Inclusion Team & GRIP
- Behaviour Coaching
- Inclusion Team Referral
- Trust Enhanced Panel

If despite adaptations and meeting with parents, a member of staff still has a concern about a pupil's behaviour or provision they should speak to the relevant member of staff and then complete an iCare referral form.

14a. Referral to behaviour support team in school

For pupils causing concern or with persistent low-level behaviour teachers should complete an iCare referral form (**Appendix 4**) and submit this to the behaviour team deputies. The team will then make suggestions/recommendations regarding behaviour strategies and this will be discussed with the class teacher to implement. Behaviour observations of the pupil's behaviour may be part of this referral and will be carried out by the behaviour team.

A behaviour support plan or further Routes to Inclusion assessments will be considered, with a clear timetable, adaptations and provision may be put in place and be written by the class teacher with support from the behaviour team.

14b. Behaviour coaching sessions

Where a member of staff would like additional behaviour support, coaching sessions with the behaviour lead/inclusion team can be arranged. These take place on a three weekly cycle and involve discussion around areas to develop, strategies to try and small task to implement and reflect upon.

14c. Inclusion Team Referral

Where further concerns are noted or no improvement is seen, the behaviour team will discuss the child and have a Team around the Child meeting.

14d. Enhanced provision panel at Transform Trust:

A last step before exclusion or following an exclusion (**Exclusion Policy Appendix 6**)

- Request for support submitted to the Enhanced Provision Panel by Behaviour Manager
- Formal meeting arranged with Parents to support and approve referral

15. Physical handling of pupils

Our 'Positive Handling Policy' follows Transform Trust guidance (**Appendix 7**), clearly defines what is and is not acceptable practice should physical intervention be required. It is vital that any such intervention be reported and recorded and only SLT or trained members of staff should use RPI strategies with pupils.

The use of positive handling will always be a planned response. All other behaviour management strategies will be used before physical intervention.

At our school we believe that the use of positive handling is only necessary to prevent a pupil from:

- Committing a criminal offence;
- Injuring themselves or others;
- Causing serious damage to property, including their own;
- Emergency situations that will prevent a child from harm;
- Engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its pupils, whether that behaviour occurs in the classroom during a teaching session or elsewhere on the school grounds or off-site on an educational visit

16. Accusations against staff

At Allenton Community Primary we take accusations against staff seriously. All incidents are reported to the LADO as per the safeguarding policy. In the event that a child or parent makes a malicious accusation against a member of staff the case will be reviewed by SLT and, depending on the severity of the accusation, sanctions may be used in-line with the behaviour policy. Steps for the isolation of pupils and in extreme cases, to protect members of staff from further accusations, exclusion (fixed or permanent) may be considered. Suspension of staff should not be an automatic response when a member of staff has been accused of using excessive force. All situations where accusations have been made will be investigated thoroughly by senior staff and the governing body.

17. Measures to prevent child on child abuse

Allenton Community Primary School recognises that pupils may become victims of abuse from other pupils. Child on Child abuse can include:

- Bullying (including cyber bullying, prejudice-based and discriminatory)
- Physical abuse (hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm)
- Sexual abuse
- Sexual harassment
- Sexual activity without consent
- Consensual and non-consensual sharing of nudes and semi-nude images and videos
- Upskirting
- Initiation

(Taken from KCSIE 2023)

Sexual violence and sexual harassment are never acceptable, will not be tolerated and pupils will be sanctioned. All inappropriate language and behaviour should be challenged. Staff should never normalise sexually abusive language or behaviour by treating it as 'banter', an inevitable fact of life or part of growing up.

All staff will model manners, courtesy and respectful relationships. Staff must report instances of child-on-child abuse through the normal safeguarding concern process. Support must be provided to both the victim and perpetrator. In some circumstances, the Safeguarding Team or a member of the SLT will consider if a referral to children's social care and/or police may be appropriate

18. Searching and Screening for Banned Items

The Executive Headteacher, Head of School and members of staff authorised by the Executive Headteacher or Head of School have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that a pupil may have a prohibited or banned item.

The list of prohibited items is:

- Knives and weapons
- Alcohol;
- Illegal drugs;
- Stolen items;
- Tobacco and cigarette papers;
- Fireworks.
- Pornographic images.
- Any article that has been used or is likely to be used to commit an offence, personal injury or damage to property.

Banned Items are:

- Vaping paraphernalia
- Mobile phones (these can be handed into the office)

19. Pupils' Conduct Outside of School

School staff will discipline pupils for misbehaviour when the pupil is taking part in any school-organised or school-related activity. Non-criminal bad behaviour and bullying that occurs outside of school hours will be dealt with on a case by case basis in partnership with parents. Criminal behaviour will be reported to the community police.

20. Mobile Phones

Children may bring in mobile phones from home these must be handed in to the office on arrival and collected at the end of the day. Parents should inform the office if their child will be bringing a mobile phone to school. The school accepts no liability for mobile phones that are brought into school.

21. Policy Links

Other relevant documentation:

- Anti-Bullying Policy
- Anti-Racism Policy
- Special Needs Policy
- Attendance Policy
- The teaching and learning document
- Home School Agreement
- Lunchtime and playground policy
- Mental Health Policy
- Uniform policy

22.Appendix List

Appendix 1 – Allenton Behaviour Curriculum

Appendix 2 - Behaviour Ladder Poster

Appendix 3 – Behaviour Sanctions

Appendix 4 – I Care Form

Appendix 5 - Suspensions Process

Appendix 6 – Exclusions Policy

Appendix 7 – Positive Handling Plan

Appendix 1 Behaviour Curriculum –

School Values	Reciprocity	Reflective	Resilience	Resourceful
Aims of the Behaviour Curriculum	Reflective: Encouraging students to think about their own behaviour and experiences. This could involve self-assessment and understanding how their actions affect themselves and others. It helps students learn from their experiences and make better choices in the future. Resilient: Teaching students to bounce back from setbacks and handle challenges in a positive way. This includes building perseverance, coping strategies, and a growth mindset, so students can overcome difficulties and keep striving towards their goals. Resourceful: Developing students' ability to find solutions and use available resources effectively. This might involve problem-solving skills, creativity, and the ability to seek out and utilise help or information when needed. Reciprocity: Fostering a sense of mutual respect and collaboration. This means teaching students to work well with others, communicate effectively, and build positive relationships based on understanding and support. These aims collectively support students in becoming well-rounded individuals who can navigate social situations, handle challenges, and work collaboratively with others.			
Teaching the Behaviour Curriculum	This document is the basis for planning and delivery within each year group for the school behaviour curriculum. Behaviour must be taught. Children should be taught how to behave and follow school expectations. Whilst the behaviour policy outlines how behaviour is managed, this document outlines how behaviour is taught. This enables the establishment of a school culture where pupils and staff flourish. All children should know that there are three behaviour rules in school. ☒ Take of yourself ☒ Take care of others ☒ Take care of our school Intent: Teachers should ensure that core knowledge is taught progressively so that all pupils know what good behaviour looks like. Some pupils may need additional support to reach the expected standard of behaviour. As stated within the behaviour policy, these children should be identified and offered additional intervention and support. However, as with any curriculum, targets should be developed and build progressively from their starting points. Therefore, individual targets should be developed using this curriculum. The behaviour curriculum defines the expected behaviours in school, rather than a list of prohibited behaviours. The curriculum shows what successful behaviour looks like. Our school learning Superheroes promote characteristics of successful learning (Resilience, Resourceful, Reciprocity and Reflectiveness). As identified in the EEF guidance report, teaching learning behaviours reduces the need to manage misbehaviour. Teachers can provide the conditions for learning behaviours to develop by ensuring pupils can access the curriculum, engage with lesson content and participate in their learning. Teachers should encourage pupils to be self-reflective of their own behaviours. Through the explicit teaching of positive behaviour, we want to show pupils what good behaviour looks like, but also why this behaviour is beneficial to them and others around them. This cannot be done through a one-off assembly, but needs systematic and explicit teaching, with a concerted effort from all staff in a school. Behaviour should be seen as a curriculum, and it should be assessed, revised and refreshed constantly. The curriculum is taught explicitly during the Autumn term alongside the National Curriculum subjects. Children should learn the content of the curriculum so that they can recall the information and act upon it. At the start of each term, the schools' rules, routines and expectations are revisited with pupils and will continue to be reinforced throughout the year. The Superhero curriculum is taught throughout the school year with a behaviour focus given to the end of each day conversation. It is expected that all pupils will know this content.			

Appendix 2- Behaviour Ladder Poster



Today you are an Allenton Superhero!

 5 Dojo points

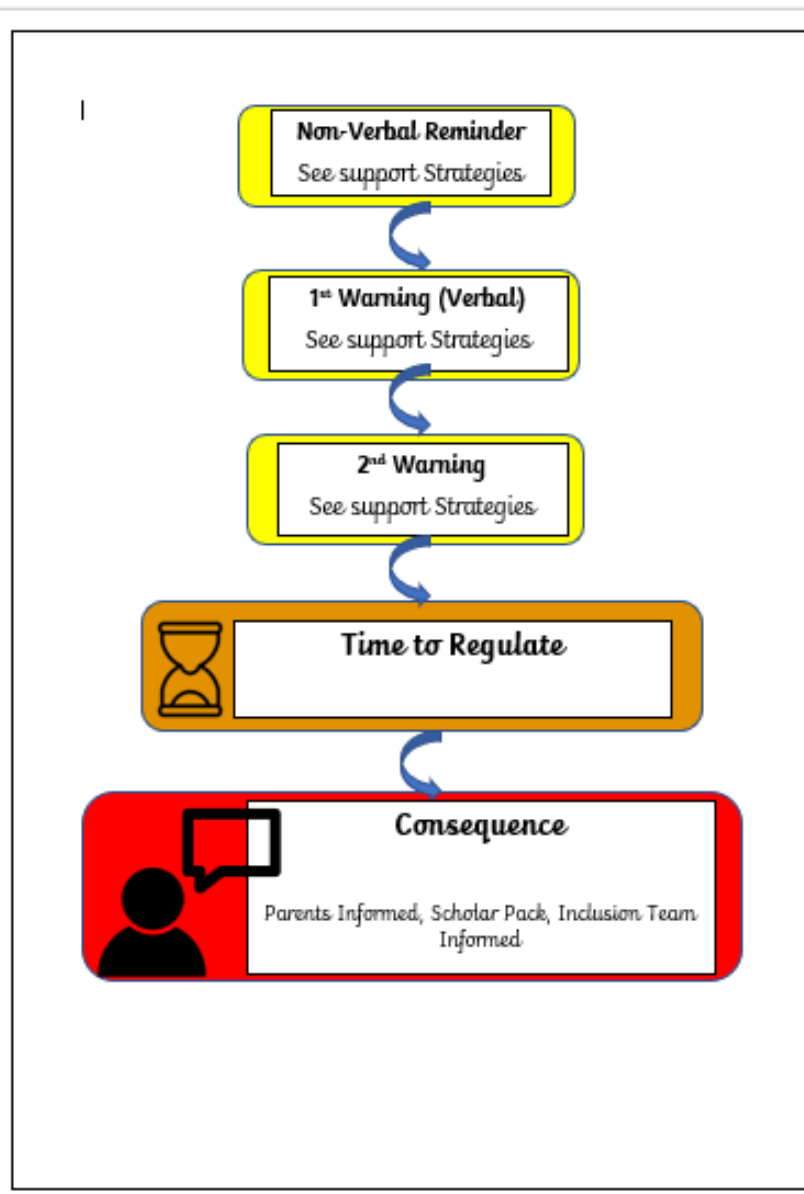
Superhero Behaviour

 1 Dojo point

Allenton Always Rules of Respect

- ✓ Take care of yourself
- ✓ Take care of others
- ✓ Take care of our school

Appendix 3 – Behaviour Sanctions Poster



Strategies to support/de-escalate

Use fiddle toy/sensory item.
Mini distraction mission.
Moving place e.g. different table
Zones of regulation – may include personalized toolkit.
Looking for positive role models.
Switch your teaching then come back.
Doodling.
Give them a job!
Drink of water.
Spotter!

Ways to regulate (could be with adult if needed)

Timeout in a different space (timed)
Go noodle on iPad
Breathing techniques
Zones of regulation
Use of weighted items (could be a book).
Proprioception activities (e.g. going to a smaller space, carrying something heavy, pushing against a wall).
Wobble board.

Appendix 4 – iCare form

Any additional contextual information (please tick)

Focus	☒
Attendance	☐
Medical	☐
Safeguarding*	☐

What is the main concern (please tick only one)

Focus	☒
Behaviour	☐
EAL	☐
SEND	☐

*if immediate safeguarding concern this should be shared via MyConcern

Name		Date	
Year Group		Class	
☒	Tick the appropriate statements:		
☐	Have you used the Step One audit tools?		
☐	Have you had informal conversation with a member of the Inclusion Team?		
☐	Have you updated the class profile?		
☐	Have you used the Primary Initial Concerns Assessment to identify the area of need and tried initial strategies? (see reverse)		
☐	Has the child already got an IEP or Team involvement?		

Reason for the referral:	
Provision currently in place:	

Team Response/Actions Taken:

Signed: _____ Date: _____

Signed		Date	
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*Please complete ALL sections***Do you have concerns about the child/young person in relation to....?**

Social, Emotional, and Mental Health	Y/N	Comments
Forming and maintaining positive peer relationships		
Co-operating with adults		
Tantrums or aggressive behaviours		
Self-control (managing anger and frustration)		
Viewing themselves negatively		
Expressing feelings verbally (but uses behaviour to communicate)		
Giving up easily when feeling challenged		
Appearing withdrawn, fearful, anxious, upset or distressed		
Speech, Language and Communication. (Ensure you have ruled out hearing difficulties, e.g. hearing tests are OK or any hearing support needed is provided and is effective)		
Receptive: Looks confused, blank or does not respond when spoken to		
Receptive: Doesn't seem to understand the words for many everyday objects or actions		
Receptive: Struggles to demonstrate understanding in an age appropriate manner		
Expressive: Struggles to get meaning across to adults or peers		
Expressive: Struggles to indicate basic needs clearly		
Expressive: Does not tend to approach others to express ideas or share news		
Expressive: Has difficulties producing clear speech, or language seems muddled		
Cognition and Learning (answer Y/N as above or circle the particular difficulties if not all relevant, e.g. put 'Y' and circle 'initiating tasks' if that is the only concern on the first item below)		
Initiating tasks, switching tasks, completing tasks		
Maintaining attention on task; duration of attention		
Following instructions (e.g. can follow one-part but not two-part)		
Motivation for learning		
Actions interfere with their own learning and that of peers		
Reading (decoding; reading comprehension; fluency)		
Writing (letter formation; spelling; grammar; amount of writing produced; organisation of writing in a paragraph)		
Maths (recognising numbers; counting; number facts; use of		

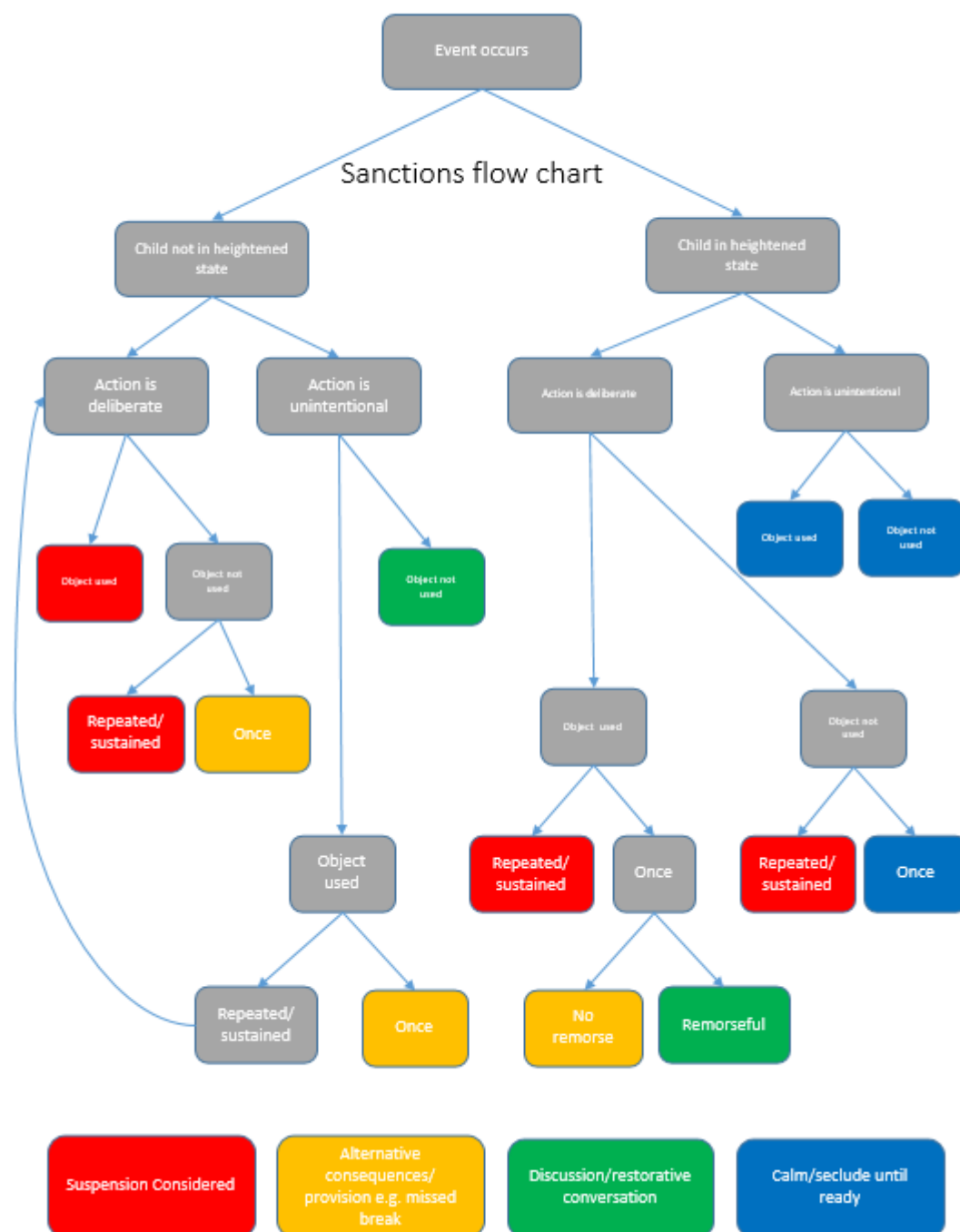
signs)		
Sensory, Physical and Health (answer Y/N as above or circle particular difficulties if not all relevant)		
Sensory development e.g. proprioception; sensory seeking behaviour; sensory sensitive (put examples of stimuli in comments).		
Hearing (if so – these should be checked by health services)		
Vision (if so – these should be checked by health services)		
Physical development (fine motor; gross motor; mobility; self-help)		
Medical needs (e.g. needing regular adult intervention)		
Previous head/brain injury, e.g. minor concussion, brain tumour, falls & accidents, illnesses/infections.		

Notes: add in a brief summary of the priority concern and any additional relevant information

Appendix 5 – Suspension Process

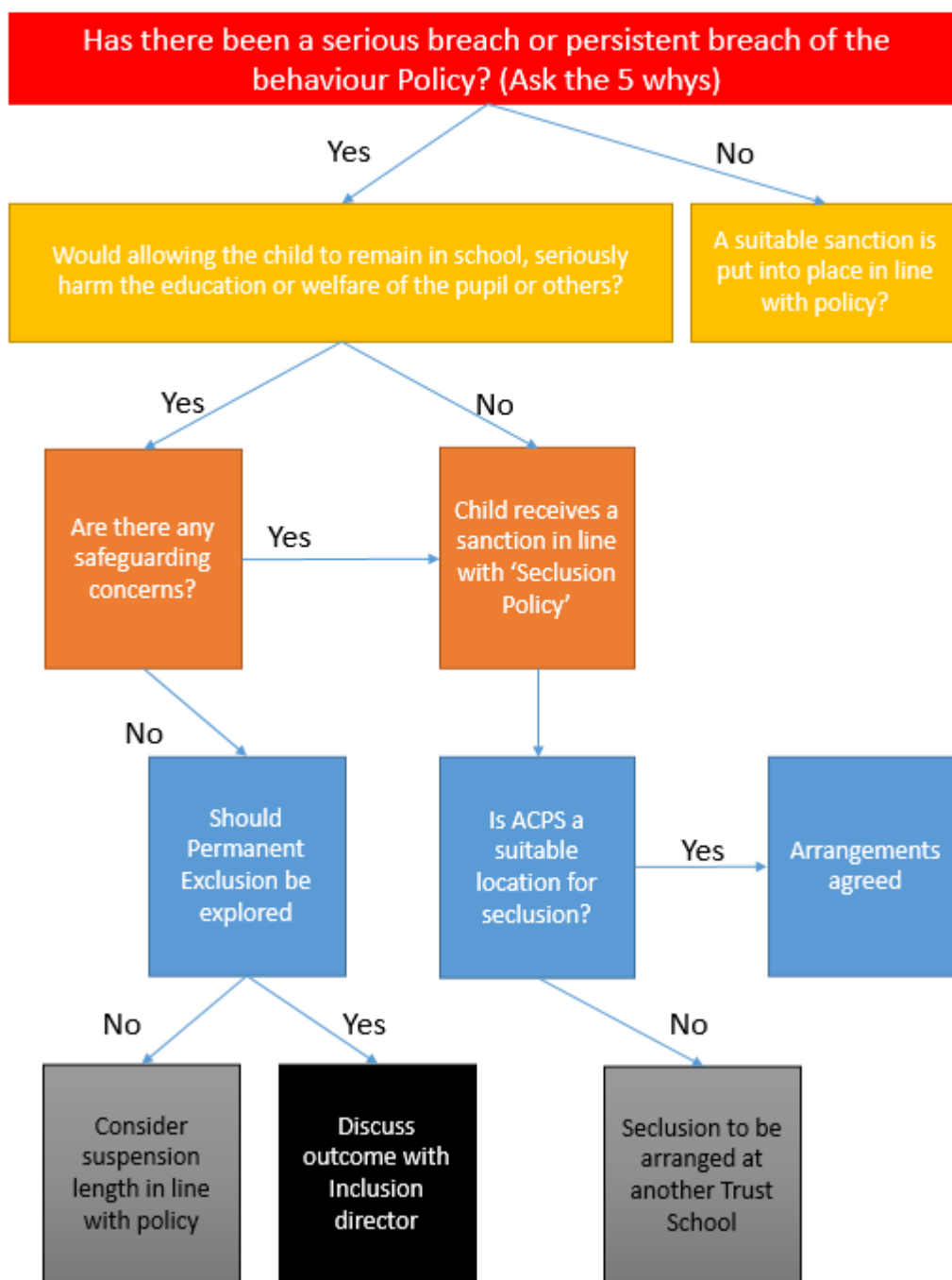


Allenton Community Primary School Suspension/Exclusion Procedure





Allenton Community Primary School Suspension/Exclusion Procedure





Allenton Community Primary School Suspension/Exclusion Procedure

The 5 Why Questions

	Why	Questions for clarification
1	Why did the behaviour occur?	What circumstance led to the incident? What were the triggers (if known)? What provision was in place?
2	Why is it a serious breach?	Does the policy state this behaviour? What category will be recorded on scholar pack?
3	Why did steps to de-escalate not happen/work?	What de-escalation was tried? Was positive handling used considered?
4	Why would remaining in school harm the education of the pupil or others?	What negative impact will be seen by remaining in school?
5	Why would suspension be the best action for this incident?	Will it reduce the likelihood of the behaviour being repeated?

Clarifications

- Suspension may lead to permanent exclusion depending on the extremity of the event.
- A weapon could be anything beyond the child's own physical body but clearly the type of weapon can impact the suspension (a knife compared to a book for example).
- Positive handling may be used at any point as necessary – this does not impact whether a suspension occurs or not but does indicate the state of the child.



Allenton Community Primary School Suspension/Exclusion Procedure

Suspension Length Guidelines

0.5 day	1-4 days	5 days	Permanent exclusion	Seclusion
To be used if there is still a large part of the school day left when the event happens. May be added on to a single day if there is only a small part of the day left but child needs to go home.	For deliberate actions, which are repeated/sustained and the child is unheightened or where the child is heightened but actions are considerable and sustained. The amount of disruption to the rest of the school will also be taken into account and the outcomes of the actions. Weekends will also be considered as part of these days due to the impact of being away from school.	For extreme, deliberate actions or repeated actions even when in a heightened state. Would be used at the very start of a week or if more time is needed to investigate when a permanent exclusion is being considered.	Used for extreme actions which are deliberate, lack remorse, cause significant harm or where there have been multiple previous suspensions and this is an escalation.	Used as an alternative if there are safeguarding issues which mean the child is at risk if sent home. May take place in an alternate school if Allenton would not be appropriate at this point (due to safety/staffing or if the event occurred in the room where seclusion would happen).

Number of Days	Behaviour
0.5 – 1 day	Persistent and serious disruption to learning Persistent swearing and name calling to staff and pupils
1 – 2 days	Fighting Physical assault on staff Significant damage to property
3 – 4 days	Offensive weapon brought to school Unprovoked assault on child (injuries sustained)
5 -15 or Exclusion	Unprovoked assault on adult Threatening or the use of an offensive weapon



Allenton Community Primary School Suspension/Exclusion Procedure

Reasons suspensions maybe considered

Physical assault against pupil
Physical assault against adult
Verbal abuse / threatening behaviour against pupil
Verbal abuse / threatening behaviour against adult
Bullying
Racist abuse
Sexual misconduct
Drug & Alcohol
Damage
Theft
Persistent disruptive behaviour
Use or threat of an offensive weapon or prohibited item
Abuse against sexual orientation and gender identity
Abuse relating to disability
Inappropriate use of social media or online technology
Wilful and repeated transgression of protective measures in place to protect public health

ACPS Seclusion Guidelines

In School

- Maximum of 2 days away from class
- Location to be confirmed, dependent upon child
- Adult support available
- 1-1 provided if appropriate
- Work provided
- Reflection task completed
- Dinner time and break time at alternative times and away from class

Trust School

- Maximum of 2 days away from class
- Transport provided
- Location to be confirmed, dependent upon child
- 1-1 provided
- Work provided
- Dinner time and break time at alternative times and away from school pupils



Transform Trust Exclusions Policy – Addendum to Schools Behaviour Policy

Exclusions Policy Addendum to School's Behaviour Policy

Introduction

Transform Trust's exclusion policy aims to set out the process that will be followed and the additional considerations around suspensions and exclusions that the school will apply. Good behaviour and self-discipline lead to effective learning and help prepare children for life beyond the school gate.

Where our approaches towards behaviour management have been exhausted, then suspensions and permanent exclusions will sometimes be necessary as a last resort. This is to ensure that other pupils and teaching staff are protected from disruption and can learn in safe, calm, and supportive environments.

We will always have regard to the Statutory Guidance on Suspensions and Exclusions (July 2022) when making decisions on suspensions and exclusions and will follow the law, as set out in the relevant School Discipline (Pupil Exclusions and Reviews) (England) Regulation 2012 (as amended).

This policy should be read in conjunction with the Behaviour Policy and the SEND Policy.

Application of policy

This policy applies to all members of the school community. We will apply suspensions and exclusions in accordance with this policy and ensure that its contents are relayed to all staff, parents and pupils.

Types of Exclusion

Suspensions and permanent exclusions are different:

- a. **Suspensions** (previously called fixed-term exclusions) are where a pupil is prevented from attending the school for a fixed period. At the end of the period, they are expected to return to school following a reintegration meeting. A pupil may receive a maximum 45 days of suspension in an academic year before being permanently excluded.
- b. **Permanent exclusions** are where, subject to a decision of the governing body to reinstate the pupil, the pupil is prevented from attending the school again. A decision to permanently exclude will only be taken in response to a serious breach or persistent breaches of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

Roles and Responsibilities

All members of the school community are expected to follow this policy. Roles, responsibilities and expectations of each section of the school community are set out in detail below.

a. The Headteacher

All decisions to suspend or permanently exclude a pupil will be taken by the Headteacher after considering all the circumstances. Every decision made will be proportionate to the seriousness of the behaviour with reference to the school's behaviour policy.

b. The Governing Body

The governing body is responsible for forming committees to review exclusions and suspensions when it is required to do so, it is requested by parents, or it is, in its view, prudent to review an individual decision. In each case, the decision of the relevant committee formed by the governing board will be to decide whether to uphold the exclusion or suspension, or instead to reinstate the pupil to the school.

c. Parents

Parents will be informed without delay of any suspension or exclusion and there is an ability to make representations in regard to any suspension or exclusion decision. Details will be provided on the rights parents have with every letter that is sent from the Headteacher. |

d. Pupils

All pupils of the school are expected to follow the expectations regarding their behaviour to ensure that all pupils can learn and participate in school life effectively. Where those expectations are breached, the behaviour policy will apply.

CCTV, Witness Evidence and Pupil Views

The school uses Close Circuit Television (**CCTV**) within its premises. This is to provide a safe and secure environment for pupils, staff and visitors. If behavioural incidents are recorded on CCTV, the footage may be viewed as part of the investigation and the content considered before imposing a sanction. If CCTV is relied upon for a decision on a suspension or exclusion, then it will be shown in some format (redacted as necessary) at any Governor review meeting. Please see the schools CCTV policy and privacy notices for more information.

Where witness evidence is relied upon, whether that be from a pupil or a staff member, the statement(s) will be provided at any governor review meeting. All statements will be signed and dated unless the Headteacher has good reason to protect the anonymity of the relevant witness. Reasons may include threats of reprisals.

Before taking a decision to suspend or exclude and where appropriate, the Headteacher will take the pupil's views into account, considering these in light of their age and understanding, and inform the pupil about how their views have been factored into any decision made. Where relevant, the pupil will be given support to express their view, including through advocates such as parents or, if the pupil

has one, a social worker. The Headteacher will also take account of any contributing factors identified after an incident of misbehaviour has occurred.

Reintegration Strategy Meetings following Suspension or Off-Site Direction

Where a pupil is suspended or is directed to be educated off-site, upon return to the school both the pupil and parents will be invited to a reintegration strategy meeting. The purpose of the meeting is to:

- offer the pupil a fresh start;
- help them understand the impact of their behaviour on themselves and others;
- teach them to how meet the high expectations of behaviour in line with the school culture;
- foster a renewed sense of belonging within the school community; and
- build engagement with learning.

so that further suspensions are not needed. School staff will work with the pupil to understand what led to the behaviour and to establish if any changes can be made or further support implemented from a pastoral of practical perspective that might reduce the chance of repeat behaviours. Previous behaviour is not seen as an obstacle to future success.

The school used various measures to support a pupil's successful reintegration including:

- daily contact with a designated member of staff in-school;
- use of a report card with personalised targets leading to personalised rewards;
- ensuring the pupil receives academic support upon return to catch up on any lost progress;
- planned pastoral interventions;
- mentoring by a trusted adult or a local mentoring charity;
- regular reviews with the pupil and parents to praise progress being made and raise and address any concerns at an early stage; and
- informing the pupil, parents and staff of potential external support.

Whilst reintegration meetings are highly encouraged by the school and the Trust, pupils will not be prevented from being admitted to the school or being put in mainstream classes because a meeting has not taken place.

Suspensions before a Permanent Exclusion

In exceptional circumstances, pupils may receive a suspension prior to a permanent exclusion. For each decision, the Headteacher will send the relevant letter setting out the rights of parents. A suspension cannot be converted into a permanent exclusion and so any subsequent permanent exclusion would be a fresh decision due to commence immediately after the suspension had ended. Exceptional circumstances may include where further evidence has come to light or where the incident was serious and time is required to fully investigate the circumstances and consider alternatives.

Directing Off-Site and Managed Moves

Before taking any decision to permanently exclude a pupil, the Headteacher will consider whether a direction to attend alternative provision and/or a managed move as part of a planned intervention would be a reasonable alternative that should be considered.

In the case of directing a pupil off-site to alternative provision, the aim of any direction is for it to be used as a short-term measure as part of the school's behaviour management strategy to improve a pupil's behaviour where in-school interventions and/or outreach have been unsuccessful or are deemed inappropriate. While parental consent is not needed, discussions would take place with parents to feed in their views about the options.

For a managed move to take place there needs to be agreement between the school, the parents and the new school that a managed move should occur. Before a managed move is agreed to, the pupil attend the new school for a trial period to ensure that the new school would be suitable for them. We will share relevant information with the new school and check that they have an integration strategy. At the end of this period, the relevant parties (including the parents) will review the placement before a decision is taken about whether the move becomes permanent.

Independent review panels (IRPs)

Our school and/or the Trust arranges its own IRPs, and requests for an IRP where a permanent exclusion has been upheld should be made to the Headteacher within 15 school days.

Further details on the role and powers of IRPs can be found in Part Ten of the Statutory Guidance on Exclusions.

Reconsideration by the Governing Body

Where an IRP either recommends reconsideration or quashes the initial decision of the governing body, the decision will be considered within 10 school days. This may involve a rehearing with oral evidence given by the school and parents or may be a reconsideration with only the governing body members and the Governance Professional present.

Complaints

If parents have any concerns or complaints over the application or implementation of this policy or feels that they are being pressured into a managed move, they should raise their concerns with a staff member or the Headteacher in accordance with the Trust's Complaints policy. If the concern relates to an exclusion, the statutory procedure set out in the exclusions statutory guidance will be followed.

Equality impact

The school does all it can to ensure that its policies do not discriminate against pupils or others, either directly or indirectly, in line with any Equality Act 2010 protected characteristics. This includes race, religion, disability, sexual orientation, and sex.

Monitoring arrangements

Our Local Governing Body and the Trustees of the Trust review data on suspensions and exclusions to ensure that the use of suspensions and exclusions is appropriate. The following are monitored by the to ensure the processes and support for pupils are appropriate:

- the interventions put in place for pupils at risk of suspension and permanent exclusion;
- the processes in place for determining and reviewing directions to alternative provision and that such placements are reviewed at sufficient intervals to assure that the education is achieving its objectives and that pupils are benefiting from it;
- the full-time educational provision for pupils of compulsory school age from the sixth consecutive school day of a suspension, in particular checking the provision is suitable and quality-assured to ensure that:
 - any previous placements have been evaluated, including support for any applicable SEND;
 - there is a process in place to monitor the pupil's attendance and behaviour at the provision;
 - the correct attendance code is being used;
 - the pupil's child protection file and any other information relevant to the pupil's safeguarding and welfare has been securely transferred to their new setting as early as possible;
- whether there is any variation within the year on suspensions and permanent exclusions and the characteristics of pupils;
- the cost implications of directing children to be educated off-site in alternative provision and whether there are any patterns to the reasons or timing of moves;
- whether the school register and absence codes have been recorded correctly;

- how the behaviour policy is applied and specifically its consistency;
- the circumstances in which pupils receive repeat suspensions;
- whether Personal Education Plans for looked after children have been reviewed on a termly basis.

Monitoring and Review of this Policy

This policy may be amended at any time to take account of changes in legislation. The normal cycle of review for this policy will be annual.

Appendix 7 – Positive Handling Plan



Transform Trust

Positive Handling Guidance

Introduction

This guidance is based on best practice provided by Nottingham City RPI Solutions on de-escalation and positive handling. It should be referred to by all schools within Transform Trust. Staff should also refer to their own school behaviour policy.

Best Practice De-escalation Skills and Techniques

Underpinning the success of managing the diverse needs that will be present in each classroom is the skill of the teacher in intervening early to **de-escalate** situations calmly when they arise. Remaining calm and professionally detached is not natural and therefore it is a skill that will need to be practiced. Below are some examples of techniques that can be used:

1. Stay calm
2. Keep a neutral facial expression
3. Be aware of personal space
4. Distract/divert
5. Reassure pupil
6. Use a low voice
7. Use non-judgemental language
8. Give them a 'way out'
9. Give them time to follow instructions

Things to avoid

1. Do not make threats you cannot carry through, such as threatening to exclude the child.
2. Do not be defensive or take it personally. What is being said may seem insulting and directed at you, but this level of aggression is not really about you;
3. Do not use humour unless you are sure it will help and you have a very good relationship with the child;
4. Do not use sarcasm or humiliate the child.

The Use of Positive Handling

The use of positive handling will always be a planned response. All other behaviour management strategies will be used before physical intervention.

At our school we believe that the use of positive handling is only necessary to prevent a pupil from:

1. Committing a criminal offence;
2. Injuring themselves or others;
3. Causing serious damage to property, including their own;
4. Emergency situations that will prevent a child from harm;
5. Engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its pupils, whether that behaviour occurs in the classroom during a teaching session or elsewhere on the school grounds or off-site on an educational visit.

Named individuals are trained in de-escalation and positive handling techniques. This training will be refreshed annually and a record of their training will be kept in the school.

In the event of using positive handling then only the trained techniques will be used as part of a planned response. It should be used only to control or restrain and never with the intent to cause pain or harm. Staff should always avoid touching or holding a pupil in a way that might be considered inappropriate.

In using Positive Handling, the level and duration of the physical intervention will always be the minimum necessary to restore safety. In any action, due regard has to be taken to the age, understanding and sex of the pupil. Knowledge of the pupil is a key factor in the judgements that will be made.

Most children who may require positive handling will have an Individual Handling policy (IHP) in their file detailing strategies and techniques used. A risk assessment will have been first completed on the child. The IHP and outcomes of the risk assessment will be shared parents/carers and other relevant parties.

Recording Incidents

Where there has been a positive handling incident, check both the child and adult are ok and no further assistance is needed; and where necessary report any injuries. The following process then needs to take place:

1. The incident must be reported immediately to the Headteacher/Deputy Headteacher. In the event of their absence, a member of the senior leadership team must be informed.
2. The handling log must be completed by the staff involved as soon as possible after the incident. The forms are to be obtained from and returned to the Headteacher/Deputy Headteacher on completion.

3. In the event of an injury occurring, the appropriate accident/personal contact incident reporting procedures must be followed.

Parents/carers of the pupils involved will be advised of an incident as long as this will not put the child at any risk of serious harm. It may be necessary for it to be followed up by other action and/or pastoral support.

Monitoring and Review

This guidance may be amended at any time to take account of changes in legislation. The normal cycle of review for this guidance is bi-annual. It should be read in conjunction with the school's behaviour, safeguarding and health and safety policies.