

Thurnham C.E. Infant School



Behaviour Policy

Compassion, Responsibility, Justice, Forgiveness

‘Nurtured We Thrive’

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|-----------------------------|----------------|
| Member of Staff Responsible | Mr T Pring |
| Position | Headteacher |
| Dated | September 2024 |
| Date of next review | September 2025 |

Principles

Our Christian vision: **'Nurtured We Thrive'** and school values underpin our approach to behaviour. Our school values are:

Compassion - *love in action*

Responsibility - *doing the things we are supposed to do*

Justice - *fairness*

Forgiveness - *letting go of negative feelings e.g. anger or blame*

At Thurnham CE Infant School we believe that the promotion of good behaviour, the development of self-respect and of respect for others is a vital part of a child's education. Our school is a caring, Christian community in which teaching and learning can take place in a calm, safe and supportive environment. Thurnham CE Infant School is a place where everyone is treated with dignity, kindness and respect.

Throughout our school curriculum, behaviour and values are explicitly taught. Being taught excellent learning behaviour is vital for all pupils to succeed. This will encourage self-discipline and teach children respect for themselves, for other people and for property.

A consistent and fair approach is essential. By having simple, clear and well communicated expectations of behaviour, behaviour can be managed consistently so that both pupils and staff can **thrive** not just academically but socially, emotionally and spiritually.

Role of School Leaders

The school leadership team will be highly visible, with leaders routinely engaging with pupils, parents and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported.

School leaders will make sure all staff understand the behavioural expectations and the importance of maintaining them. School leaders will make sure that all new staff are inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school.

School leaders will consider any appropriate training which is required for staff to meet their duties and functions within the behaviour policy. Annual behaviour training is provided for all staff during our September INSET. Following this, teachers are provided with more detailed training by leaders on specific techniques that will strengthen behaviour in the classroom through the successful implementation of this policy. Ongoing training is then provided through staff briefings, staff meetings and our ongoing monitoring of teaching and learning.

Role of School Staff

The teaching of behaviour requires consistency in both the standards that the adults expect from the children and the standards that the adults model themselves. There are key behaviours needed from staff to ensure that our strategic approach to behaviour can be implemented effectively. These key behaviours are:

- Believing that every child has the ability to make excellent progress
- Behaviour routines are taught and practised so they become habits
- Consistent, calm adult behaviour
- Equality of adult authority
- Reasonable adjustments (where agreed and appropriate)
- Analyse, don't personalise
- Positive language choices
- Enable success because success breeds motivation.

Staff should also challenge pupils to meet the school expectations and maintain the boundaries of acceptable conduct. All staff should communicate the school expectations, routines, values and standards both explicitly through teaching behaviour and in every interaction with pupils.

Staff at the school have the powers to discipline children including:

- The use of restorative approaches towards conflict resolution
- The use of school sanctions
- The power to discipline children for incidents that occur outside school.

Role of Children

All pupils deserve to learn in an environment that is calm, safe, supportive and where they are treated with dignity. To achieve this, every pupil is made aware of the school behaviour standards, expectations, pastoral support, and consequence processes.

Pupils are explicitly taught that they have a duty to follow the school behaviour policy and uphold the school rules, and should contribute to the school culture.

The school encourages children to behave well and show self-discipline and respect, both in school and in the wider community. Children with extra responsibilities such as House Captains, School Council, etc. are expected to model good behaviour. The school encourages children to take responsibility to develop a positive behaviour culture within the school. This is re-enforced in daily collective worship and our curriculum. Pupils are also asked about their experience of behaviour and provide feedback on the school's behaviour culture. This helps us support the evaluation, improvement and implementation of the behaviour policy.

The school encourages children to be active in preventing bullying throughout the year with activities that raise awareness, especially in Anti-Bullying Week.

Role of Parents

The role of parents is crucial in helping our school develop and maintain good behaviour. To support the school, parents are encouraged to take part in the life of the school and its culture. Parents have an important role in supporting the school's behaviour policy and are encouraged to reinforce the policy at home as appropriate. Where a parent has a concern about management of behaviour, they should raise this directly with us while continuing to work in partnership with our school.

Specific ways that parents can help include:

- recognising that an effective school behaviour policy requires close partnership between parents, teachers and children.
- discussing the school rules with their child, emphasising their support of them.
- attending Parents' Evenings, parents' events and by developing informal contacts with school.
- knowing that learning and teaching cannot take place without good behaviour.
- remembering that staff deal with behaviour problems patiently and positively.

Our Behaviour Curriculum – The Thurnham Way

At Thurnham CE Infant School, we develop children's character through our 'Thurnham Way' behaviour curriculum.

In order to build character, we define the behaviours and habits that we expect students to demonstrate.

We want to support our pupils to grow into adults who are respectful, polite, appreciative, who recognise the needs of others and who understand their rights and the rights of others; to be good citizens.

We believe that, as pupils practise these behaviours over time, they become habits that positively shape how they feel about themselves and how other people perceive them. As philosopher Paul Durant states, "We are what we repeatedly do. Excellence, then, is not an act, but a habit." (1926)

The content of our behaviour curriculum has been designed around three behaviour principles:

- Be Safe
- Be Ready
- Be Respectful

These three rules are promoted in all aspects of school life. We have made them simple to recall, so that they can be referred to more frequently and consistently by all adults. What is really important is brought into sharp focus and children can strive to demonstrate the behaviours that are most important to improving their learning. Achieving consistency in the way that these principles are applied is vital in the successful implementation of our behaviour policy.

Children are encouraged to consider the school rules in all areas of the school and at all times of the school day.

Teaching the Behaviour Curriculum – *The Thurnham Way*

The curriculum is taught explicitly during the Autumn term alongside the Early Years Foundation Stage areas of learning and National Curriculum subjects.

Children should learn the content of the behaviour curriculum so that they can recall the information and act upon it.

At the start of each term, the 'Thurnham Way' curriculum is revisited with pupils and will continue to be reinforced throughout the year.

As with other curriculum content, this should be taught using explicit teaching based on the including regular quizzing to check and strengthen retention.

Teachers and support staff will also demonstrate these behaviours and ensure pupils have many opportunities to practise these (particularly in the first few days of each term). For example, a lining up order should be taught in the classroom but must be reinforced in different locations and times throughout the school day e.g., at lunchtime or playtime.

It is expected that all pupils will know this content.

As Tom Bennett describes in 'Running the Room,' the process for teaching behaviour explicitly is as follows:

1. Identify the routines you want to see
2. Communicate in detail your expectations
3. Practise the routines until everyone can do them
4. Reinforce, maintain and patrol the routines constantly

It is essential that all staff know the details of this curriculum, teach it explicitly to pupils and continuously maintain the high standards we set. By doing so we support each other to create a culture where pupils feel safe and can learn in an optimised environment and where teachers are free to teach unimpeded.

Adaptions

While this curriculum is intended for all pupils it will be applied differently in different year groups depending on pupils' ages and may be applied differently depending on individual pupils' SEND needs. For example, pupils who have autistic spectrum conditions may find it very uncomfortable to maintain eye-contact with adults. Some children may need a fidget toy or wobble cushion to support their ability to sit still or be attentive. Sensitivity must be applied at all times when teaching the behaviour curriculum.

We believe that children who find aspects of schooling or learning tricky for a variety of reasons, for example having ADHD or are on the autistic spectrum, are children who will benefit the most from being in a calm and focused learning environment.

Our Behaviour Blueprint

Pupils must be taught what each of these means.

| Be Safe | Be Ready | Be Respectful |
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| <p>I show that I can keep myself and others physically and emotionally safe.</p> <p>This means:</p> <ul style="list-style-type: none"> ✓ I follow instructions. ✓ I keep my hands and feet to myself. ✓ I use Thurnham Walking (face forwards, steady pace, straight line, appropriate volume, on the left of the corridor, not touching others, holding doors for others to pass). ✓ I use school equipment in the way(s) they are supposed to be used. ✓ I avoid play fighting or rough play. ✓ I follow the end of breaktime and end of day routines, demonstrating Thurnham Walking. ✓ I know and follow fire procedures. ✓ I wear the correct uniform at the correct time. ✓ I avoid bringing in sharp or dangerous objects into school, or any items which might cause a problem. | <p>I show that I am ready to learn.</p> <p>This means:</p> <ul style="list-style-type: none"> ✓ I come into the classroom promptly in the morning. ✓ I give 100% of my attention. ✓ I try my hardest in each lesson. ✓ I start my learning straight away when asked. ✓ I am resilient and face new challenges with a positive attitude. ✓ I listen carefully to others – good listening ✓ I look at the person who is talking to me (eye contact). ✓ I sit still. ✓ If I am not sure of what is being said to me, I say “I do not understand” or “I don’t know the answer.” ✓ I respond immediately to the playtime bell and walk calmly back to class. <p>Good Listening means:</p> <ul style="list-style-type: none"> • Face forward, • Hands to yourself • Sit comfortably • Track the speaker • Wait your turn to speak | <p>I show good manners.</p> <p>This means:</p> <ul style="list-style-type: none"> ✓ I say, “good morning” and “good afternoon” ✓ If someone speaks to me, I answer them. ✓ I say “please” when I would like something. ✓ I say “thank you” when someone gives me something or does something for me. ✓ I say “excuse me” if someone is in my way and I would like to pass. ✓ I hold doors open for others and say “thank you” when others hold the door for me. ✓ If I accidentally knock into or hurt someone, I stop and speak with them, asking if they are ok and say sorry. ✓ If someone is hurt, I look after them. |
| | <p>I take responsibility for my home learning.</p> <p>This means:</p> | <p>I use a kind tone of voice to others.</p> <p>This means:</p> |

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| | <ul style="list-style-type: none"> ✓ I complete my home learning tasks on time. ✓ I read at home. ✓ I make sure my Seesaw reading journal is completed. ✓ I bring my book bag to school each day. | <ul style="list-style-type: none"> ✓ I speak calmly. ✓ I do not shout at people. ✓ I do not swear. ✓ I smile and am positive. <p>I am honest.</p> <p>This means:</p> <ul style="list-style-type: none"> ✓ I always tell the truth, even if I am worried or scared. ✓ I admit if I have done something wrong. ✓ I apologise if I have done something wrong. ✓ I do not blame others for what I have done. ✓ I do not take things that do not belong to me as that is stealing. <p>I look after school property and our school environment.</p> <p>This means:</p> <ul style="list-style-type: none"> ✓ I tidy up after I have used something. ✓ I keep my workspace tidy. ✓ If a coat or bag is on the ground, I hang it up or put it away. ✓ If I see litter, I pick it up and put it in the correct bin. ✓ I put playground equipment away. <p>I ask before taking.</p> <p>This means:</p> <ul style="list-style-type: none"> ✓ I say "Please can I have ... or "May I use ✓ I do not snatch or grab things from others. |
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Responding to Good Behaviour

Incentives and rewards

Our aim is to encourage all children to practice good behaviour by operating a system of praise and reward:

Stickers

Stickers are often rewarded for displaying great behaviour, demonstrating the school values or great learning. These are handed out at the discretion of the adults in the school and are done so with fairness and consistency.

House Points

House points can be offered as a quick incentive by any adult for children demonstrating the school values. These need to be added to a house point pots in each class and are collected at the end of the week by our House Captains.

Dojo Points

Like house points, Dojos can be offered as a quick incentive by class adult for children demonstrating the school values. Landmark amounts earned will be recognised in our Celebration Worships.

Positive Communication with Parents

All adults can speak directly to parents and carers to let them know of something worthy of praise. This could be to praise their efforts, good behaviour or acts of kindness. Parents will be spoken to at the end of the school day outside school, or if this is not possible, then a phone call home will be made.

Celebration Certificates

Each week, two children from each class will be awarded a special certificate for demonstrating the school values or great learning.

Special Lunch Table

Each week, two children from each class displaying great behaviour will be invited to our special table for lunch with the Headteacher or Deputy Headteacher.

Headteacher's and Deputy Headteacher's Awards

Children that demonstrate excellent learning will be awarded. They will visit the Headteacher or Deputy Headteacher to speak about their learning and collect a sticker.

VIP Lanyards

Children that demonstrate exceptional behaviour and character can be awarded a VIP lanyard. This is also celebrated within the weekly newsletter, and the child wears the lanyard in school until the next Friday. This is tracked by each class teacher to ensure fairness and consistency.

Class Recognition Board

Class recognition boards can be used to display and celebrate all of the children's achievements, whether it be inside of school or outside of school. They can take different forms such as 'person of the week' and are used to help develop a sense of belonging and to collectively celebrate a variety of children's achievements.

Responding to Misbehaviour

When a member of our staff becomes aware of misbehaviour, they should respond predictably, promptly, and assertively in accordance with the school behaviour policy. The first priority should be to ensure the safety of pupils and staff and to restore a calm environment. It is important that staff across our school respond in a consistent, fair, and proportionate manner so pupils know with certainty that misbehaviour will always be addressed. De-escalation techniques can be used to help prevent further behaviour issues arising and recurring and schools may use pre-agreed scripts and phrases to help restore calm.

The aims of any response to misbehaviour should be to maintain the culture of excellence throughout the school, restore a calm and safe environment in which all pupils can learn and thrive, and prevent the recurrence of misbehaviour.

1. Positive framing

What you say in response to poor behaviour is important. Consistent and clear language should be used when acknowledging positive behaviour and addressing misbehaviour. Here are some ways you could respond:

- Avoid asking 'why' questions when dealing with misbehaviour
- Use partial agreement (maybe, but) to stop conversations going off on a tangent
- Draw attention to the majority meeting expectations rather than the minority not doing so
- Give conditional permission when children ask to do something. When you have started your work, then I can come over and help you.
- Narrative reasons for things like tidying up. If we leave the room like this, we won't get the opportunities to leave on time and that isn't right. Let's do this together.
- Being able to use 'positive framing' to address any undesirable behaviour is also an effective way to communicate your response.

Here are some key phrase that you could use:

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| <p>I've noticed...</p> <p>You have chosen to... and our school rules are to...</p> | <p>Removes the judgement from behaviour interventions. 'I've noticed that you are late/crawled under the table/are finding it difficult to follow instructions'. There is no blame attached, there is nothing for the learner to defend against, and avoids accusations and arguments.</p> |
| <p>You need you to... thank you.</p> <p>I expect...</p> <p>I know you will...</p> | <p>'You can choose to do this now or at break time' will tempt many learners to go for the latter and that is not the outcome you really wanted. Thanking the child when they have done as they have been asked models courteous behaviour, and can help to develop your relationship with the child.</p> |
| <p>Do you remember last... when you...</p> <p>I know and this is the... I need to see today.</p> | <p>Instantly reminds the learner that you have faith in them despite their poor behaviour today. Done well, it can reframe the learner as the best version of themselves. It refers them back to a time when they behaved well and committed to the task.</p> |
| <p>I understand... I still need you to...</p> <p>I have heard what you have said, now...</p> <p>You need to understand that every choice has a consequence. If you choose to... X will happen. If you choose not to ... Y will happen.</p> <p>I'll give you a few moments to make the choice.</p> | <p>Avoids confrontation or stand-offs and gives the child a chance to make the right choice, without losing their dignity. Some children need take up time and will not comply immediately. It can help if you say this and then turn/ walk away, and it avoids a win or lose situation.</p> |
| <p>Thank you for...</p> | <p>This approach assumes that the child will do it and is positively phrased.</p> |

2. Consequences

Pupils are more likely to respond positively to the enforcement of behaviour routines and any consequences when they learn to anticipate, with some certainty, that the teacher will do the things they say they will do.

At Thurnham CE Infant School, our staff do not make empty threats. We follow through on our use of consequences calmly and systematically. If a child breaks a school rule (e.g. by disturbing others through chatting, calling out, etc.) the 'Consequences Ladder' should be followed with children moving to the next point on the ladder if the behaviour continues or worsens.

Staff should remember that it is often best to praise in public, reprimand in private.

Consequences Ladder

| | In the classroom | At break and lunch and around the school |
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| Reminder | A reminder of the three simple rules (ready, respectful, safe) The child will receive a verbal warning, explaining what rules has been broken and what needs to change. | The child will receive a verbal warning, explaining what rules has been broken and what needs to change. Adult observes the child and follows up if they see a repeat of the behaviour |
| Last Chance | The child will receive a last chance warning (privately), explaining clearly what needs to change and they will be offered a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour. Consequence will be explained (time out or move in class) Use the phrase ‘think carefully about your next step’. | The child will be given a last chance warning, explaining clearly what needs to change. Consequence will be explained – the adult could ask the child to stand beside them to think about their behaviour or calm down for a while, if appropriate. |
| Time out (internal) | Time out might be a short time outside the room, at a particular place. It is a few minutes for the child to calm down, breathe and look at the situation from a different perspective and compose themselves. Some children may have designated ‘safe spaces’ to help them with this. | Time out might be a short time, at a particular place. It is a few minutes for the child to calm down, breathe and look at the situation from a different perspective and compose themselves. Some children may have designated ‘safe spaces’ to help them with this. If, at any stage, the child refuses to come off the playground, then a member of the leadership team will be contacted and support the child to make the right decision. |
| Time out (external) | The child will be moved in class or have time out in another classroom with the Year Group Lead or DHT for an amount of time that is proportionate to the nature of the misbehaviour. The reasons for removal is explained to the pupil. Class Teacher notifies parents of the incident. | Child will miss the rest of that break, either with the class teacher or member of the SLT. The reasons for removal are explained is explained to the pupil. There they can discuss their behaviour with an adult and consider how best to repair the problem. |

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| | Record on CPOMS. | <p>If, at any stage, the child refuses to come off the playground, then a member of the leadership team will be contacted and support the child to make the right decision.</p> <p>Record on CPOMS.</p> <p>Class Teacher informed at the end of break - notifies parents of the incident.</p> |
| Repair | <p>***Not every incident needs to be resolved with a restorative conversation.</p> <p>It is needed when trust is broken and when behaviour has gone below the minimum standards i.e. moving quite far down the consequence ladder or a serious breach of behaviour policy.</p> <p>When this conversation occurs, the below guidelines will be followed:</p> <ul style="list-style-type: none"> ➤ Reserve enough time for the conversation ➤ Resist the urge to take copious notes ➤ Don't sit behind a desk or on it ➤ Focus on the outcomes the adult wants ➤ Have a drink of water ready for the child ➤ Avoid judgemental language ➤ End the meeting positively. <p>During the conversation, use five of the following questions to help guide the discussion:</p> <ol style="list-style-type: none"> 1. What happened? 2. What were you thinking at the time? 3. What have you thought since? 4. How did this make people feel? 5. Who has been affected? 6. How have they been affected? 7. What should we do to put things right? 8. How can we do things differently in the future? <p>*** Adjust this approach to the age/stage of the child.</p> | |

All adults take responsibility to follow up on behaviour concerns. Some incidents require the support of the teacher or senior leader, depending on the nature of incident. It is important to follow the table below to ensure that any concerns can be followed up efficiently and in proportion to the nature of the incident that has occurred.

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| Amber Behaviour at Break or Lunchtime | Addressed by nearest adult. May need to be reported to the class teacher (verbally). |
| Red Behaviour at Break or Lunchtime | Addressed by nearest adult. Supported by most appropriate member of SLT. Where appropriate, follow any specific plan in place for a child. Class teacher informed. |
| Amber Behaviour in Lesson | Addressed by the adults in the class using the Consequences Ladder. |
| Red Behaviour in Lesson | Consider if the child needs to be removed from the classroom. Member of SLT to support. Where appropriate, follow any specific plan in place for a child. |

Serious Breaches of the Behaviour Policy

All serious behaviour incidents will be investigated by at least one member of the Leadership Team before final decisions are taken. See examples below:

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| If a child is sent out of class or from the playground 3 or more times in one week |
| Refusal to follow adult instructions – after a reminder, warning and last chance |
| Intentional harmful physical contact with a child or adult (hitting, kicking, shaking, biting, hair-pulling, etc.) |
| Verbal abuse or threatening behaviour against a pupil or adult |
| Significant harm of a child's mental health, done intentionally (i.e. bullying type of behaviour – name calling, purposeful exclusion from play) |
| Racial, cultural, disability or any discriminatory abuse |
| Inappropriate sexual comments |
| Inappropriate language or tone at an adult |
| Deliberately intending to endanger another child or adult |
| Deliberately damaging any property |
| Stealing |
| Use, or threat of use, of an offensive weapon |
| Any other significant breach of the behaviour policy where two members of the SLT agree that a serious behaviour incident has occurred |
| Any other breaches that would fall under the category of child-on-child abuse as stated in 'Keeping Children Safe in Education' |

Serious Breaches: Sanctions and Actions

| | Actions available | Sanctions may include |
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| One-off incident | <p>CPOMS incident completed.</p> <p>Class teacher notifies parents of the incident verbally.</p> <p>SLT member will decide if other parents need to be contacted.</p> | <p>The child may be withdrawn from the classroom or is removed from the playground for a set period of time, dependent on the misdemeanour.</p> <p>Repair – to fix the misdemeanour.</p> <p>Warning of next steps in future if there are repeated incidents of this kind.</p> <p>Parents informed.</p> <p>In extreme circumstances, and at the discretion of the Headteacher (and in his absence, the Deputy Headteacher), the child may be given an Internal Exclusion or a Suspension.</p> |
| Repeat incidents | <p>Teacher discusses with a member of the SLT and plans any additional support required for the child.</p> <p>Parents contacted and a formal meeting arranged with a member of the SLT to discuss the child's behaviour, including a formal warning of possible future sanctions.</p> <p>A Pastoral Support Plan is created by the class teacher alongside a member of the SLT. Views of the parent and child are included.</p> <p>If required, risk assessment is created.</p> <p>All documents shared with relevant staff, child and parents</p> <p>May require involvement of external agencies such as social care, behaviour support, CAMHS and others.</p> | <p>As above.</p> <p>Additional support may include: Daily or Weekly Report, Behaviour Plan, Playtime Plan, Additional Reflection Time – off the Playground.</p> <p>All plans to be shared with parents.</p> |

Suspensions, Exclusions and Managed Moves

All pupils are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment. Good behaviour in schools is essential to ensure that all pupils benefit from the opportunities provided. The government recognises that school exclusions, managed moves and off-site direction are essential behaviour management tools for headteachers and can be used to establish high standards of behaviour in schools and maintain the safety of school communities.

For the vast majority of pupils, suspensions and permanent exclusions may not be necessary, as other strategies can manage their behaviour. If these 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 can work in safety and are respected. At Thurnham CE Infant School, the Headteacher can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

Only the headteacher of a school can suspend or permanently exclude a pupil on disciplinary grounds. A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently excluded.

A pupil's behaviour outside school can be considered grounds for a suspension or permanent exclusion. Any decision of a headteacher, including suspension or permanent exclusion, must be made in line with the principles of administrative law, i.e. that it is: lawful (with respect to the legislation relating directly to suspensions and permanent exclusions and a school's wider legal duties); reasonable; fair; and proportionate.

When establishing the facts in relation to a suspension or permanent exclusion decision the headteacher must apply the civil standard of proof, i.e. 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.' This means that the headteacher should accept that 'something happened if it is more likely that it happened than that it did not happen. The headteacher must take account of their legal duty of care when sending a pupil home following an exclusion.

A suspension does not have to be for a continuous period. A suspension may be used to provide a clear signal of what is unacceptable behaviour as part of the school's behaviour policy and show a pupil that their current behaviour is putting them at risk of permanent exclusion. Where suspensions are becoming a regular occurrence for a pupil, headteachers and schools should consider whether suspension alone is an effective sanction for the pupil and whether additional strategies need to be put in place to address behaviour.

It is important that during a suspension, pupils still receive their education. Headteachers should take steps to ensure that work is set and marked for pupils during the first five school days of a suspension. This can include utilising any online pathways such as Microsoft Teams or Oak National Academy.

The school's legal duties to pupils with disabilities or SEN remain in force, for example, to make reasonable adjustments in how they support disabled pupils during this period. Any time a pupil is sent home due to disciplinary reasons and asked to log on or utilise online pathways should always be recorded as a suspension.

A suspension can also be for parts of the school day. For example, if a pupil's behaviour at lunchtime is disruptive, they may be suspended from the school premises for the duration of the lunchtime period. The legal requirements relating to the suspension, such as the headteacher's duty to notify parents, apply in all cases.

A permanent exclusion is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated). 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.

For any permanent exclusion, headteachers should take reasonable steps to ensure that work is set and marked for pupils during the first five school days where the pupil will not be attending alternative provision. As a school, we will consider whether a pupil's SEND has contributed to the misbehaviour and if so, whether it is appropriate and lawful to sanction the pupil. In considering this, schools should refer to the Equality Act 2010 and schools' guidance to ascertain whether the pupil understood the rule or instruction and whether the pupil was unable to act differently at this time as a result of their SEND.

The decision to permanently exclude a child is a serious one and should normally be used as a last resort by the Headteacher. Any decision taken will also be in line with Kent Exclusions Guidance and statutory guidance from the DfE. Parents have the right of appeal to the Governing Body against any decision to exclude.

Where appropriate, we also consider a managed move for a child. A managed move is used to initiate a process which leads to the transfer of a pupil to another mainstream school permanently. If a temporary move needs to occur to improve a pupil's behaviour, then off-site direction should be used. Managed moves should only occur when it is in the pupil's best interests.

Physical Intervention

What is reasonable force?

1. The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
2. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
3. 'Reasonable in the circumstances' means using no more force than is needed.
4. As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
5. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
6. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Who can use reasonable force?

All members of school staff have a legal power to use reasonable force.

This power applies to any member of staff at the school. It can also apply to people whom the headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

When can reasonable force be used?

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

In a school, force is used for two main purposes – to control pupils or to restrain them.

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used. 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 pupil behaving in a way that disrupts a school event or a school trip or visit
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground
- restrain a pupil at risk of harming themselves through physical outbursts

Schools cannot use force as a punishment – it is always unlawful to use force as a punishment.

Where reasonable force has been used, it will be recorded onto the CPOMS system using a 'Use of Reasonable Force Incident Record'. Parents will always be informed of any use of reasonable force as will members of the SLT.