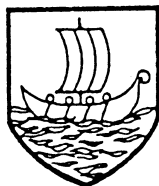




IRBY PRIMARY SCHOOL



BEHAVIOUR POLICY DOCUMENT

Includes Irby Primary School Exclusions Policy

Reviewed Annually

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Introduction and Rational

- The staff and governors at Irby Primary School believe strongly that in order to ensure an inclusive environment in which children are happy, safe, feel valued and can learn, there needs to be a consistent whole school approach to behaviour that all children, parents and staff are aware of.
- This policy details our approach to pastoral and disciplinary issues which focuses upon recognising and reinforcing positive behaviour coupled with a clear and fair approach to addressing unacceptable behaviour.
- At Irby Primary School all pupils are expected to demonstrate consistently outstanding behaviour, demonstrating respect and consideration for others at all times.
- All staff members are committed to these guidelines as a means of achieving the highest standards of behaviour.
- All staff members are aware of their responsibilities as role models and thus nurture and sustain professional and mutually respectful relationships with children at all times.
- All members of senior staff provide firm and patient insistence on these high standards and take practical steps to transmit our high expectations to the whole school community.
- We know that the quality of our teaching has a direct effect on good behaviour. We aim for lively and stimulating teaching and quality learning experiences where each child is involved in interesting activities appropriate to their ability and level.
- We encourage parents' involvement and encourage them to visit school to discuss any difficulties. We want open discussion to proactively seek solutions to potential behavioural and emotional problems together.

Ethos

The education we provide for our children should celebrate all children's gifts and talents, providing them with a broad, balanced and creative curriculum. Children should not only be given opportunities for academic success, but also be happy, confident, enquiring learners with a positive self-image. It is vital that the school is a caring and supportive environment where everyone flourishes and achieves.

Throughout school-life we are seeking to develop positive attitudes, build the self-esteem of pupils, establish school and education as being of value and inspire our pupils successfully.

It is important that the whole school community and particularly parents support the school in reinforcing the importance of good behaviour at home and school

Legislation:

This policy is based on legislation and advice from the Department for Education (DfE) on:

- https://dera.ioe.ac.uk/25117/1/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf
- https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101597/Behaviour_in_schools_guidance_sept_22.pdf
- https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching_Screening_and_Confiscation_guidance_July_2022.pdf
- <https://www.legislation.gov.uk/ukpga/2010/15/contents>
- https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101454/Keeping_children_safe_in_education_2022.pdf
- https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101498/Suspension_and_Permanent_Exclusion_from_maintained_schools_academies_and_pupil_referral_units_in_England_including_pupil_movement.pdf
- https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf
- https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/803956/supporting_g-pupils-at-school-with-medical-conditions.pdf

- https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

In addition this policy is based on:

- Section 175 of the Education Act 2022, which outlines a school's duty to safeguard and promote the welfare of its pupils.
- Sections 88 - 94 of the Education and Inspections Act 2006 which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles and give schools the authority to confiscate pupils' property.
- DfE Guidance explaining that maintained schools must publish their policy online.

Intent

We aim to:

- nurture and develop children's self-discipline.
- motivate and support pupils to achieve their full potential.
- develop individual's ability to positively meet challenges.
- instill a sense of achievement and develop children's self-esteem and confidence.
- model and instil a co-operative attitude towards others.
- insist on and work towards, respect and consideration for others.
- provide opportunities for and value of active participation within the community and beyond which demonstrates concern for the welfare of others.
- sustain an ethos in which mutual respect between all members of the school community is highly valued and evident.
- nurture children's confidence to be supportive of positive attitudes and behaviour.
- nurture children's confidence to be critical of negative attitudes and behaviour in others.
- foster positive attitudes towards work and a love of learning.
- respect and care for the school environment and the environment beyond the school.

Promoting Positive Behaviour

The school believes very strongly that a combination of positive behaviour strategies coupled with a clear and firm approach to unacceptable behaviour is needed to produce high standards of behaviour.

Our focus, therefore, is upon positive reinforcement and praise and there are a comprehensive and ever expanding range of strategies to encourage positive behaviour:

These include:

- Positive verbal and written comments
- Positive feedback to parents
- Stickers and stamps
- **Dojo points** - Parents can review the rewards system on the Dojo App which is free of charge. The message function on Class Dojo does not replace the usual channels of communication, although it was invaluable during lockdown. Parents wishing to contact teachers regarding, for example, absences, appointments, who is collecting their child or issues in class should speak with the teacher on the playground or contact the admin. team.

- Class and subject trophies weekly
- Cup of kindness
- Golden Tickets
- Secret Student - Two children are selected at random at the start of each week and are monitored by the staff in the classroom to evidence whether they have consistently met the expectations of behaviour and attitude to learning.
- Celebration Assembly- A weekly celebration assembly takes place each Friday afternoon. Trophies are presented and each teacher comments on behaviour during the previous week. When every child in the school has achieved full Golden Time, a whole school treat is organised.
- Positions of Responsibility (e.g. Play Leaders, Eco Warriors, School Council Reps)
- Represent Irby Primary School (e.g. Spelling Bee, Music Performances, Sports competitions)

Expectations of Behaviour

All children have the right to learn and feel safe and teachers have the right to teach. It is not acceptable for those children who want to learn to have their lessons disrupted and a disproportionate amount of attention given to those who do not.

In every class and at various locations around school, our Behaviour Poster outlines the expectations of behaviour, incentives or rewards and clear, consistent sanctions.

A classroom charter or classroom rules will be produced with each class at the start of the school year reflecting and supporting the key priorities and expectations of behaviour.

Expectations

Children

The children are expected to:

- be supportive of one another in times of need
- be honest
- show kindness towards one another
- treat one another with respect
- be polite and considerate to others
- be prepared to listen to others
- demonstrate respect for the work and property of others
- respect and co-operate with adults at all times
- maintain reasonable volume levels in conversation
- be silent when required to be so
- always work to the best of their ability
- behave in a way, which will ensure their safety and the safety of others
- move around the school and its grounds safely, sensibly and quietly
- care for the school building, grounds and the environment beyond
- tell the teacher if they witness potential bullying or feel that they are being bullied

- only bring suitable materials to school which support children's and staff's well-being and learning (please reference items banned from school in Appendix E).
- demonstrate consistently high standards of behaviour when representing school (e.g. on the journey to/from school, when in school uniform, on educational visits and competitions)

Parents and Carers

- Know and actively support our behaviour policy.
- Support their child in adhering to school's behaviour policy.
- Communicate changes of circumstances which could affect a child's behaviour.
- Raise concerns with school promptly.
- Take part in and support the life school and our culture.

School Staff

In order to help children work towards meeting our expectations staff should:

- have clearly defined goals, which are known to children and parents
- be able to justify their actions in the imposition of rules, rewards and sanctions
- be consistent and fair
- set high levels of expectations of children's academic and social abilities so that they may experience satisfaction and a sense of achievement
- promote positive relationships between all members of the school community
- consult and co-operate with others when appropriate
- actively listen and show respect for the views of children and parents
- take appropriate action to help solve a problem immediately
- provide challenging, exciting and meaningful learning activities for all children, which are matched to their practical needs
- organise the classroom so that teaching and learning is effective
- use praise and encouragement whenever possible
- write constructive comments on children's work to move them forward.
- employ sensitive grouping of children so that the self-esteem of the less able is not damaged
- nurture children's growing maturity and self-esteem
- assess and record children's achievements so that they can be aware of their own progress
- set clear targets to enable future, identifiable progress
- provide extra-curricular activities, which enable children to develop their particular interests and skills
- ensure, whenever possible, the safety of all children
- never resort to physical punishment
- only physically restrain a child when their own or other child's or adult's safety is at risk and follow safe handling practice
- set a good example to children in the care of the school environment and beyond
- consistently enforce rules about care and tidiness of the whole school
- maintain a calm, controlled approach
- be punctual for lessons and the start of school day.

Headteacher

- Review and approve the policy and statement of behaviour principles in conjunction with the governing Body.
- Ensure that the school environment encourages positive behaviour.
- Ensure that staff understand the importance of our expectations and deal effectively with poor behaviour.
- Monitor consistent implementation by staff and the policy's effectiveness.
- Offer appropriate training to develop staff confidence, expertise and ability to fulfil their role.
- Ensure that the behaviour policy works alongside all other relevant policy documents including Equality, Safeguarding.

Governing Body

- Review and approve the statement of behaviour principles.
- Review the behaviour policy in conjunction with the Headteacher.
- Monitor the policy's effectiveness.
- Hold the Headteacher to account for the policy's implementation.

Addressing Unacceptable Behaviour

- When children forget to follow our rules they will be spoken to and reprimanded by the teacher in a constructive manner and the child will be supported to understand why the behaviour is unacceptable, take responsibility for their actions and how he or she can learn from the experience.
- **For low level poor behaviour choices which may distract the child or their peers from the learning (e.g. shouting out in class, non-completion of tasks, time wasting, not giving their best), a child will receive one verbal warning.**
- Should a child continue to make similar poor choices then they may receive a second verbal warning.
- On the third warning, the child will miss the next available playtime, spending this time considering how their behavior has affected themselves other and they can modify their behavior in future. These incidents are recorded on individual Pupil Record Sheets.
- **For incidents which involve significant harm to children or staff (e.g. intentional physical violence, verbal abuse, lying, bullying, racism or homophobia) a child would miss two playtimes and spend the time reflecting upon their actions away from their peers. Incidents involving bullying, physical violence, racism or homophobia may result in further significant consequences (reference Exclusions Policy) which will be decided by the Headteacher on a case by case basis.**
- **Bullying is defined as the repetitive, intentional harming of one child/group by another child or group where the relationship involves an imbalance of Power (the schools approach to bullying is identified in detail in the Anti-Bullying Policy).**
- All staff will make the Headteacher and/or one of the Assistant Headteachers aware of any child responsible for behavior identified which could cause significant harm (Red Zone). These incidents will be recorded on CPOMS.
- If unacceptable behaviours were to continue, then other **privileges may be removed** if staying in at playtime does not result in modified behaviour (e.g. the loss of lunchtimes or a position of responsibility or availability to represent the school in competitions, etc).
- A parent meeting will be set up for the school to work with the parents to manage the behaviour within a personalised plan and a log will be maintained and feedback given to parents at the end of the week or more regularly if necessary.

- Internal exclusions may be given for up to a week, with the child having to stay in every playtime and lunchtime. A Senior member of staff will sit with the child and talk through the issues to try to influence and redirect the child. The Chair of governors will be informed from this stage onwards and a record will be kept on file.
- Fixed term exclusion will occur if a child's behavior consistently fall below the expected standards and provides a significant threat of harm to either children or staff.
- Permanent exclusion may occur but is very rare (reference the Exclusion Policy at the end of this document).
- If the Headteacher or Senior Management team judge that an incident is more serious (e.g. a pupil is found to have made malicious accusations against a member of staff) they will use their discretion and weight the evidence before deciding if consequence are appropriate and which would be appropriate. In the absence of the Headteacher, one of the Assistant Headteachers will assume responsibility.

Addressing Unacceptable Behaviour Beyond the School Gate

We expect children to demonstrate the same high expectations of behavior outside of the school time and when not on school grounds and work closely and effectively to support families with any concerns.


In all cases staff will consider the reasons for poor behavior choices and in the event of any safeguarding concerns the matter will be referred to the Designated Safeguarding Lead.

Our behaviour curriculum and policy apply to all any non-criminal bad behavior and bullying which occurs off the school premises, which is witnessed by a member of staff or reported to the school. This may also include incidents which could adversely affect the reputation and/or the orderly running of the school.

When representing the school in educational visits, sports competitions, events or during the journey to or from school, the Behaviour Policy will be applied as consistently and fairly as it is on the school grounds during school time.

For incidents of non-criminal poor behaviour and bullying that occur outside of such times, including through digital means (e.g. social media), the Headteacher or an Assistant Headteacher, will liaise with parents and the child(ren) to end any poor behaviour choices before identifying whether it is appropriate to initiate the appropriate consequences identified in the Behaviour Policy and/or Exclusions Policy.

In the event that school is made aware of an incident of criminal behavior or behaviour that poses significant harm to another outside of school then the matter may be referred to the police.

SILVER	GREEN	AMBER	RED
<p>IRBY</p>  <p>AMBASSADORS</p>	<p>CHILDREN WHO:</p> <p>Be Kind, Work Hard and Never Give up</p>	<p>In order to 'Be Kind, Work Hard and Never Give Up' we will:</p> <ul style="list-style-type: none"> • Listen carefully • Concentrate • Work hard • Allow others to learn • Take turns • Try our best 	<p>In order to 'Be Kind, Work Hard and Never Give Up' we will be:</p> <ul style="list-style-type: none"> • Polite • Kind word and actions • Honest • Respectful • Follow instructions promptly
<p><u>REWARDS:</u></p> <p>Positive comments</p> <p>Stickers & stamps</p> <p>Dojo Points</p> <p>Class Trophy & Subject Trophies</p> <p>Cup of Kindness</p> <p>Golden Tickets</p> <p>Ambassador Badges</p> <p>Secret Student</p> <p>Achievement Assembly</p> <p>Positions of Responsibility</p>		<p>ON RECEIPT OF A THIRD WARNING</p>	<p>FOR EACH INCIDENT</p>
		<p>MISS PLAYTIME</p>	<p>MISS TWO PLAYTIMES</p>
		<p>FIVE PLAYTIMES MISSED IN A HALF TERM AND THE HEADTEACHER IS INFORMED</p> <p>This may result in Accessing Red Consequences</p>	<p>HEADTEACHER INFORMED</p>

Special Educational Needs

Able children and children with special education needs to learning may find maintaining high expectations of behaviour more challenging due to specific individual needs such as speech, language and communication needs. Staff will consider how best to meet the needs of Children with SEND which includes ensuring the provision of an inclusive learning environment, participation in mainstream class activities and as appropriate ensuring work is matched to an child's needs.

Teachers should:

- consult with SEN Leader to produce behaviour and academic plans to identify the needs of each child
- plan a differentiated curriculum when appropriate
- present challenge
- have high levels of expectation
- show patience and understanding
- deploy resources effectively including due consideration of seating plans, rest breaks and equipment
- build on positive experiences
- ensure that children with SEND are part of the mainstream class, access the curriculum as appropriate and gain confidence in their own abilities.
- consider adaptations to sanctions based upon a child's understanding and ability to modify their behaviour.

Disruptive pupils who show signs of emotional disturbances need careful monitoring. Incidents should be recorded on CPOMS as and when necessary. Where behaviour is judged to be unsafe, either for the child him/herself or for others, staff members may employ reasonable force through the use of appropriate physical intervention. Such occurrences are rare and are recorded using Appendix C (Report of significant incident involving restrictive physical intervention) and added to CPOMS. Nominated staff are trained in appropriate physical intervention through Team Teach as a precaution. Headteacher and parents should be consulted frequently so that future action can be agreed. Targets should be set for improved future behaviour. With some children it may be necessary to differentiate the Behaviour policy and to explain to the other children that some children find conforming difficult and may need "extra chances".

In some cases, parents and staff may agree to consult with the Special Educational Needs support services, such as the educational psychologist, school nurse and Gilbrook Outreach team seeking to prevent any form of exclusion by involving agencies to support the child, family and school.

Curriculum

Positive behaviour is encouraged through all areas of the curriculum including PSHE Education (SCARF), SMSC, RE, PE and assemblies.

School environment and atmosphere - the school environment is organised, tidy and calm with a focus upon acknowledging children's positive contributions, effort and respect for others.

Display - in displaying pupil's work around the school in a colourful and attractive way, the children feel their work is valued - this has a positive influence on their behaviour and attitude to the school and staff.

Leadership and Representational Roles - children are actively encouraged to seek and engage with various responsibilities in school. These may include Head Pupil, Play Leader, School Council Rep and/or representing the school in sports competitions, academic quizzes or through musical and drama performances. All of these roles provide further opportunities for children to develop resilience and confidence whilst exhibiting outstanding behaviour as ambassadors for school.

Equal Opportunity

All children should be treated fairly and consistently. There should not be higher levels of expectation for children according to ability, gender, sexuality, age, religious belief or ethnicity.

All concerns or issues should be thoroughly investigated before appropriate action is taken. Any racist or homophobic incidents will be recorded separately and added to CPOMS.

Safeguarding Including Child on Child Abuse and Harmful Sexual Behaviours

A key focus of the Behaviour Curriculum and Policy is to ensure all children treat others, including their peers with kindness and respect. Our expectations of behaviour are clear for all stakeholders with a focus upon positive reinforcement. Children learn how to recognise and sustain positive relationships whilst identifying harmful behaviours and so are encouraged to report any and all concerns to school staff and trusted adults outside of school. Staff work on the assumption that there will be cases of abuse occurring within our community and alleged incidents of child on child abuse, sexual harassment, violence and harmful behaviours or any form of abuse or concerns are reported by staff to the Designated Safeguarding Lead (the Headteacher, Mr Dixon) and such incidents are dealt with in line with the guidance set out in Keeping Children Safe in Education 2022 and Irby Primary's Safeguarding Policy.

Prevent

From July 2015 all schools (as well as other organisations) have a duty to safeguard children from radicalisation and extremism.

This means we have a responsibility to protect children from extremist and violent views. Importantly, we can provide a safe place for pupils to discuss these issues so they better understand how to protect themselves.

Many of the things we already do in school to help children become positive, happy members of society also contribute to the Prevent strategy.

These include:

- Exploring other cultures and religions and promoting diversity.
- Challenging prejudices and racist comments.
- Developing critical thinking skills and a strong, positive self-identity.
- Promoting the spiritual, moral, social and cultural development of pupils, as well as British values such as democracy.

We will also protect children from the risk of radicalisation, for example by using filters on and monitoring use of the internet to make sure they can't access extremist and terrorist material, or by vetting visitors who come into school to work with pupils.

Parental Involvement

The establishment of an effective working partnership between parents and the school is vital.

Teachers should work with parents by:

- meeting with them prior to the child's admission to school and establishing a positive working relationship
- listening, and responding to parental observations and views
- clearly explaining and justifying their actions
- sharing information with them about their child's progress and behaviour at school
- agreeing with parents, appropriate action to meet a need
- supporting parents when there are particular difficulties

- advising parents and providing information regarding help which is available to them e.g. Family Toolbox or Team around the Family

Raising Awareness

Pupils, parents, governors and staff all need to be made aware of the Behaviour Policy. This will be achieved in the following ways:

Pupils

The definitions of unacceptable behaviour have been discussed with the pupils using the Wirral Anti-Bullying Document as a starting point.

The views of the School's Council will be recorded regularly in School's Council meetings. Each School's Council representative will be encouraged to seek the views of the children throughout the school on a regular basis.

Further awareness of the Behaviour Policy will be raised among the pupils through PSHE Education and assemblies as well as through many other areas of the curriculum. Two examples of ways in which the pupils' behaviour is enhanced through the curriculum are those of RE and PE/Games.

The school's Religious Education curriculum contributes to the spiritual development of the children, encouraging them to follow the best examples of human living and to strive to the highest standards of integrity. The RE curriculum also teaches the children to value all cultures and to respect the views and values of all human beings. Through PE and Games, the children develop attitudes of co-operation, tolerance, interactive skills and self-discipline. Within games settings they learn to follow rules and conditions and to perform within accepted codes of conduct, as well as appreciating the concept of fairness. We are also following the units to develop social and emotional aspects of learning and have purchased the Rest Easy programme will be implemented during Autumn 2021 to aid personal development and support well-being and resilience.

Parents

The parents will be made aware of the school's Behaviour Policy in the following ways:

- The policy will be sent to the parent governors prior to the Autumn governors' meeting where the policy is reviewed annually.
- A copy of the policy is available to view via the school's website and will be emailed annually.
- Children and parents are asked to sign to identify their commitment to the Behaviour Curriculum and Policy on entry to school.

Governors

Anonymised data regarding bullying allegations and racist or homophobic incidents are shared with the Curriculum Governors termly.

The policy is presented to the Full Governors each September for review and ratification.

Staff

The staff members were consulted at the draft policy stage and at the review stages. The views of the staff will be regularly sought through staff meetings and midday meetings.

Staff will receive regular training on behaviour through INSET, external agencies and from members of the Senior Leadership Team as appropriate as part of a comprehensive programme of CPD. Behaviour training is identified as an integral part of the Induction Process for all staff.

A copy of the policy will be kept on the staff shared drive, the office drive and in the Lunchtime folder in the craft room.

Monitoring of the Behaviour Policy

This policy should be considered with our School's Mission Statement and Prospectus and our School's policies on Safeguarding, Anti Bullying, Exclusion and Safe Handling. Our behaviour policy will be monitored regularly by all staff and will be reported on at staff meetings with data presented to Governors on a termly basis. The policy itself will be formally reviewed annually.

Exclusion

In cases where there are serious discipline problems the headteacher may have no option but to consider pupil exclusion. We consider this to be an extreme measure and will avoid it if at all possible. Where appropriate, we prefer the option of internal exclusion. This involves a child spending the day working away from their classmates. Children at risk from exclusion will be assessed using Wirral's pre-exclusion checklist and in consultation with family members a multi-agency approach may be initiated to provide further support and guidance. Details are contained in the school's Exclusion Policy.

Bullying

It is vitally important that teachers listen to and act upon information given by children and parents. They should consult senior members of staff for support in dealing with such problems. Details are contained in the school's Anti Bullying Policy.

Support for Staff

Staff accused of misconduct will be directed to support services including union representatives and other means as appropriate in consultation with Wirral LADO and HR (SLA).

At Irby Primary School we aim for a school where all pupils can reach their full potential academically, socially and morally. This policy has shown the many ways in which we aim to achieve this by promoting a school environment that is caring, sensitive and fair to all concerned.

Review

As a result of the findings of the monitoring and evaluation process, the school will review the Behaviour Policy annually and make any necessary changes accordingly. We will evaluate the policy in the following ways:

Anonymous questionnaires to staff, pupils and parents.

Track behaviour related data, searching for patterns and concerns regarding incidents, locations, and the individuals involved.

Track incidents of alleged bullying, racism, homophobia and harmful sexual behaviour.

BEHAVIOUR SUPPORT AGREEMENT - IRBY PRIMARY

I agree as a parent/guardian, to continue to support the school in their positive behaviour management - acknowledging that at times children make poor behaviour choices and need to receive consequences for their actions.

Child/Children's name(s): _____

Class(es): _____

Signed: Parent/guardian

Signed: Parent/Guardian

Date:

Irby Primary School Exclusion Policy

At Irby Primary School we believe that exclusion is a sanction of last resort for persistent severe breaches of discipline and our behaviour policy is designed to ensure that it is only rarely needed. In the cases where it is needed, the School Standards and Framework Act of 1998 sets out very clearly the process of exclusion and the Department for Education's '*Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England including pupil movement*' document, Sept 2022, provide up to date guidance. A decision to exclude a child will only be taken:

- In response to serious breaches of our school Behaviour and Discipline policy, and
- If allowing the pupil to remain in our school would seriously harm the education or welfare of the pupils or others in the school, and
- There is clear, unequivocal evidence that the incident concerned.

In most cases, exclusion is a sanction of last resort and will only be used when we have tried a range of other strategies to modify a pupil's behaviour. However, in extreme cases, more immediate measures may be necessary to protect the other pupils and staff of our school.

We will give careful consideration will be given to any exclusion where the incident concerned involves drugs, and only in exceptional cases would we consider exclusion appropriate for SEN pupils.

Exclusions are of two types, fixed-period and permanent. After further consideration of an incident, the headteacher may convert a fixed-period exclusion to a permanent exclusion. A permanent exclusion can be given for a first offence, for example involving violence, but only when the headteacher has had further opportunity to consider the incident in question.

Internal Exclusion from class maybe an option to consider before exclusion from school providing the child does not present a physical danger to staff or pupils.

The standard of proof to be applied is the balance of probabilities, that is, if it is more probable than not that the child did what he/she is alleged to have done; the headteacher may exclude the pupil.

Events leading up to Exclusion

The procedures within our behaviour policy state the following:

- Poor behaviour in the classroom or playtime leads to playtimes and/or lunchtimes being missed.

When a child has missed five playtimes, a report card will be issued (see Appendices A and B) The report will set the child clear targets and will be seen by one of the Assistant Headteachers.

If the child's behaviour does not improve the parents will be informed and strategies will be put in place. Such strategies could include: a home/school behaviour book, regular parent/teacher meetings, a behaviour contract, an IBP and/or the involvement of outside agencies.

Should a pupil's behaviour be giving sufficient cause for concern that exclusion may be required then we will:

1. Complete a pre exclusion form (see appendix D) and add to CPOMS, which will clearly state the strategies, applied, evidence of sanctions, evidence of behaviour that has caused concern should also be added to CPOMS plus any assessments completed by the school or outside agencies and correspondence relating to the child.
2. Speak to the pupil about their offending behaviour, identifying the problems and the reasons why it should not recur and of the ultimate sanction of exclusion that will occur if the behaviour does not improve.
3. Meet with/write to the parents to discuss the problems and that exclusion is likely to be the next option for the school. Internal Exclusion from class may be an option to consider before exclusion from school providing the child does not present a physical danger to staff or pupils.

4. Continue to implement strategies to prevent exclusion including the consideration of an off-site direction (education on a temporary basis at a different mainstream school or alternative provision to support and improve behaviour) or a managed move (a permanent move to another mainstream school).
- 5 If the behaviour then recurs, implement the exclusion process.

The Exclusion Process

In our school, only the headteacher may exclude pupils on a fixed period or on a permanent basis. In the case where the headteacher is absent from the school then this responsibility will fall on the teacher nominated by the headteacher to act on their behalf during their absence. This will normally be an assistant headteacher.

For any pupil, the total number of fixed period exclusions given in one school year must not exceed 45 school days.

We will telephone the parent or guardian of the child involved immediately when exclusion occurs. We will tell them the period of exclusion, the reason for the exclusion, inform them that they can appeal to the Discipline Committee of the Governing Body about the exclusion and how they can do this.

Within one school day of the exclusion, the headteacher will write to the parent of the child excluded with this information. This letter will also inform the parent about the length and type of the exclusion (date and time of return), the arrangements for the continuing education of their child, including the setting and marking of work and of their right to see their child's school record. If the exclusion is permanent, they will also be informed of all the events leading up to the exclusion, including any fixed-term exclusions. They will also be informed of their right to take the case to the Discipline Committee, whom they should contact to state their case and the time frame for their case to be heard. This letter will also include the contact number for the Wirral Metropolitan Borough Education Department (Tel. 0151 606 2000), and the Advisory Centre for Education (ACE – 020 7704 9822) Model letters are available in the LA document ***Procedures for the Exclusion of pupils from School***.

The head teacher will also inform the Local Education Authority (LA) and governing body of the school of the exclusion and the reasons for it in the following circumstances:

- Where the exclusion is for more than five days in one term, or
- Where the exclusion is permanent, or
- Where the exclusion will result in the child missing a public exam.

If the headteacher decides to make a fixed-period exclusion into a permanent exclusion, a further letter must be written without delay to the parents with the LA and social worker informed and there is a new right for the parents to state their case to the Discipline Committee.

Fixed term exclusions totaling five or fewer days, or ten or fewer lunchtimes or half days, in any one term must be reported to the Disciplinary committee and the LA at the end of each term.

The headteacher may cancel any exclusion that has already begun, but only when it has not yet been reviewed by the governing body. When an exclusion is cancelled the parents, governing body, Local Authority and if appropriate social worker will be notified without delay. Parents will be offered the opportunity to meet with the headteacher to discuss the circumstances that led to the exclusion being cancelled and all cancelled exclusions will be reported to the governing body termly.

The role of the School Governing Body

The school governing board has established a Discipline Committee consisting of three or five governors. This committee does not include the headteacher. Its role is to:

- Review the use of exclusion within the school.
- Consider the views of the parent or guardian (known as the "relevant person").
- Confirm exclusion of more than 15 days.
- Decide whether to confirm permanent exclusion.

- Confirm exclusion where the pupil will miss public examinations.

The committee will be informed of:

- All permanent exclusions.
- Exclusion over more than five school days in any one term (separately or in total).
- An exclusion that results in a pupil missing a public examination.

Where exclusion is for five school days or less the Discipline Committee must consider any representations from the relevant person but may not order the reinstatement of the pupil concerned. Where the pupil loses the opportunity to sit a public examination, the Disciplinary Committee should consider the exclusion and decide whether to reinstate.

When the relevant person has notified the Discipline Committee that they wish to make representations the committee must consider the circumstances of the exclusion and the representation made by the relevant person and the LEA. Oral representation must also be allowed at the hearing from the relevant person and/or the LA.

In the case of permanent exclusion, the Disciplinary Committee will normally recommend reinstatement if the DFE guidance on Social Inclusion has not been followed.

As a result of its deliberations, the Discipline Committee may decide not to reinstate or direct the headteacher to reinstate immediately or from a particular future date. Where the decision is to reinstate, the headteacher, the relevant person and the LA must be informed immediately. The headteacher must comply with the directive of the Discipline Committee.

If the decision is not to reinstate, the Discipline Committee must inform the relevant person, the headteacher and the LA. Where the decision involves a permanent exclusion, the committee will also give the relevant person the following information:

- The reason for the decision not to reinstate.
- The relevant person's right to appeal.
- Information concerning the appeals process and to whom the appeal should be addressed.
- Advice that the appeal should contain a clear indication of the grounds for appeal.
- The last date on which the appeal can be accepted.

Where an appeal is held by the LA regarding an exclusion, their decision is binding on the governing body, the relevant person, the headteacher and the LA.

The Governing Body Discipline Committee

The governing body must appoint a Discipline Committee consisting of either three or five of its members. The headteacher cannot be a member of this committee and a clerk is appointed to the committee. This committee has special responsibilities on behalf of the Governing Body. These are:

Exclusions of less than five days

The committee can consider the statement of the relevant person, but cannot reinstate the excluded pupil unless the exclusion will cause the pupil to miss a public examination. If the committee is unable to meet before the examination date, then the chair of the committee can consider reinstatement of the pupil. Excluded pupils who will not miss a public examination cannot be reinstated by the committee.

For fixed period exclusions of longer than six school days

The committee meeting must occur before the fifteenth school day after the exclusion.

The Discipline Committee meeting

The LA and the parents will be invited to attend the meeting, which the parents can request in writing that it is held via the use of remote access and knows how and to whom to make this request to. More than one case of exclusion may be considered per meeting, but each case will be heard separately. Parents are entitled to bring a friend or a legal representative. If requested the pupil can also attend the meeting. All written statements must be submitted to the committee in advance and will be circulated (with the pupil's name removed) to all parties in advance of the meeting.

The pupil may have already returned to school before the meeting takes place but where the pupil remains excluded, then the committee will consider all statements, take additional oral information and consider the strategies used to modify the pupil's behaviour prior to the exclusion. The committee will decide whether the exclusion is appropriate and will write to both the parents and the LA informing of their decision and the reasons for it within one day of the meeting. Where a permanent exclusion is upheld, then details of the LA appeals process will be given to the parents who can lodge an appeal within fifteen days of the committee's decision. A record will be kept on the pupil's school file of the committee's decision.

Note: the parents have a right of appeal even if they do not make a case to the Discipline Committee.

Irby Primary School's Exclusion Policy is reviewed annually and draws upon the guidance provided in:

[Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England September 2023](#)

Appendix A

Classroom report

Name: _____ Week beginning: _____

Target: I can do my work without distracting myself or my friends.

	Morning lesson 1	Morning lesson 2	Afternoon lesson 1	Afternoon lesson 2
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				

Appendix B

Playground report

Name: _____ Week beginning: _____

Target: I can play nicely without hurting anyone.

	Morning play	Lunchtime play	Afternoon play
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			

Appendix C

REPORT OF SIGNIFICANT INCIDENT INVOLVING RESTRICTIVE PHYSICAL INTERVENTION

Date & Time of Incident:	
Pupil(s) Involved:	
Staff Involved:	
Staff Witnesses:	
Pupil Witnesses:	
Reasons for the use of restrictive physical intervention:	
Signed:	Date:

Appendix D

Wirral Pre-Exclusion Checklist

Schools should give particular consideration to the fair treatment of pupils from groups who are vulnerable to exclusion (DfE, 2017)

Action	Yes	No	Evidence
Does the pupil have an assigned key worker that they meet with regularly?			
Do they have a peer mentor?			
If incidents are occurring at unstructured times e.g. breaks and lunch, have systems been put in place to minimise this e.g. supervised inside or elsewhere?			
Has the pupil's timetable been modified to try and reduce the likelihood of incidents?			
Have reasonable adjustments been made to accommodate the needs of the pupil and can this be evidenced?			
Has a positive reward system been put in place emphasising recognition of what the pupil is doing right?			
Has a one to one been put in place?			
Has the school nurse been contacted for advice?			
Has the pupil been referred to Gilbrook/Kilgarth Outreach programme?			
Does a referral to Speech and Language need to be made?			
Has the pupil been referred to a nurture base in the school			

Action	Yes	No	Evidence
environment for therapeutic work for possible SEMH issues?			
Has a referral to the Integrated Response Pathway been made? (<i>Primary only</i>)			
Has the pupil been referred to a counselling service?			
Has the CAMHS advice line been contacted?			
Has school consulted an Educational Psychologist or attended one of the EP drop in sessions for advice?			
Has a referral to Early Help been made to help put support systems in place both at home and at school? If the family are reluctant to engage, has the Early Help Locality Social Worker been contacted to request support to engage the family?			
Has a multi-agency meeting occurred? (Preferably more than one.)			
Has advice been sought from ASC Team?			
Could there potentially be unidentified SEND such as ADHD/ASC/other mental health difficulties and if so, it should be considered whether it is more appropriate to make a referral for formal assessment rather than action an exclusion. (Please refer to further DfE guidance for supporting pupils with SEND to ensure that the exclusion is lawful.)			
Has the pupil got mental health problems that could have			

Action	Yes	No	Evidence
contributed to their actions? Have they suffered a recent trauma such as a bereavement or bullying? Consider the impact of this on their actions and whether an exclusion is the most appropriate avenue to best support the pupil.			
Does the pupil have a history of such behaviour or is this out of character? If the incident is out of character, is there an alternative to permanent exclusion that could be considered?			
Has the advice gained from external sources been put into action and outcomes evidenced?			
Has the child been issued with a Child Centred Plan/One Page Profile?			
Are all adults in school aware of this plan and is everybody vcarrying out the recommendations in the plan? (Inconsistencies in delivery of the plan put the success of it in jeopardy and should be addressed immediately.)			
Do interventions in the plan link to clear outcomes? The plan should reflect an ' Assess, Plan, Do, Review Cycle '. This could be an Additional Support Plan for pupils that have been identified with possible special educational needs and/or a Pastoral Support Plan for children who do not have identified SEND. Has this plan been reviewed at least once?			
Have the outcomes been recorded and is it clear how you have responded to the outcomes by adapting the plan?			
Has a request for an EHCP assessment been made?			

Action	Yes	No	Evidence
Has an "At Risk of Permanent Exclusion" form been submitted to the Local Authority?			
Has a Managed Move been sought?			
Is permanent exclusion the only reasonable outcome? Will the pupil remaining in school put others at significant risk or can an alternative solution be found?			

Appendix E

Items banned from school as potential causes of harm to pupils and staff, include the following:

knives and weapons

alcohol

illegal drugs

stolen items

tobacco and cigarette papers

fireworks

pornographic images

any article that the member of staff reasonably suspects has been, or is likely to be used: to commit an offence and/or to cause personal injury to, or damage to property of; any person (including the pupil).

School has the authority to ask any child to surrender the items identified above which may pose a threat to the safety or well-being of stakeholders and thus challenge the school's high expectations of behaviour and pose a threat to the safety of stakeholders. The Headteacher will oversee any search for banned or harmful items and will follow legal obligations and guidance set out in the document: *Searching, Screening and Confiscation: Guidance for Schools* (July 2022).

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/109113/2/Searching_Screening_and_Confiscation_guidance_July_2022.pdf