**Blakehill Primary School**

**Behaviour for Learning Policy**



**Together We Can**

**http://blog.blakehillprimary.co.uk/wp-content/uploads/2013/11/school.jpg**

**http://blog.blakehillprimary.co.uk/wp-content/uploads/2013/11/1.jpg**

Headteacher/ SLT

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| **Headteacher** | **Chair of Governors** | **Review Dates** |
|  |  | Last Review: October 2024 |
| Lisa Keighley | Philip Cavalier-Lumley | Next Review: October 2025 |

## 1. Policy statement

Good behaviour in schools is central to a good education. Schools need to manage behaviour well so they can provide calm, safe and supportive environments which children and young people want to attend and where they can learn and thrive (Behaviour in Schools Guidance 2022)

Blakehill 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. Our behaviour policy guides staff to teach self-discipline not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

*Our policy is a collaborative strategy; we are one team, focused on one learning behaviour and moving in one direction*.

**2. Rationale**

Positive behaviour management is a whole school approach. The policy applies to all school activities, both in school and out of school including: breakfast club, after school clubs or activities, wraparound provision, one day educational visits and longer residential visits. Rules are few in number and are very clear. Pupils have a clear choice as to whether they keep to the rules or not. Pupils should see the policy as fair because it is consistent, and any consequences are known to them in advance of them choosing to break a rule.

## 3. Aim of the policy

* To create a culture of exceptionally good behaviour for learning, for life in the community and beyond
* To ensure that all learners are treated fairly, shown respect and to promote good relationships.
* To refuse to give learners attention and importance for poor conduct
* To help learners take control over their behaviour and be responsible for the consequences of it.
* To build a community that values kindness, care, good humour, good temper, obedience and empathy for others.
* To promote social, emotional, moral, spiritual and mental well-being through improved relationships.
* To ensure that excellent behaviour is a minimum expectation for all.

**4. Purpose of the policy**

* To provide simple, practical procedures for staff and learners that:
* Recognise behavioural norms
* Positively reinforces behavioural norms
* Promote self-esteem and self-discipline
* Teach appropriate behaviour through positive interventions

**Blakehill Safeguarding Statement**

At Blakehill Primary School we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a secure atmosphere.

We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Blakehill Primary School. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying.

**The Governing Body has:**

* the duty to set the framework of the school’s policy on pupil behaviour after consultation with the parents, pupils and staff;
* responsibility to ensure that the school complies with this policy;
* delegated powers and responsibilities to the Headteacher to ensure that staff and pupils are aware of this policy;
* delegated powers and responsibilities to the Headteacher to ensure all visitors to the school are aware of and comply with this policy;
* appointed a Leadership Team with responsibility for monitoring behaviour to work with the Headteacher;
* the duty to support the Headteacher and school staff in maintaining high standards of behaviour;
* responsibility for ensuring funding is in place to support this policy;
* responsibility for ensuring policies are made available to parents;
* responsibility for the effective implementation, monitoring and evaluation of this policy

**The Headteacher of School will:**

* + ensure all school personnel, pupils and parents are aware of and comply with this policy
  + work hard with everyone in the school community to create an ethos that makes everyone feel valued and respected
  + promote good behaviour by forging sound working relationships with everyone involved with the school
  + encourage good behaviour and respect for others, in order to prevent all forms of bullying among pupils
  + ensure the health, safety and welfare of all children in the school
  + work with the School Council to create a set of school rules that will encourage good behaviour and respect for others
  + monitor the effectiveness of this policy
  + annually report to the Governing Body on the success and development of this policy

# Role of the Senior Leadership Team

# The SLT will:

# lead the development of this policy throughout the school

# work closely with the Headteacher and the nominated governor

# provide guidance and support to all staff

# provide training for all staff on induction and when the need arises

# keep up to date with new developments and resources

# work with the School Council

# monitor school support systems

# work with our Learning Mentor and SENCo to liaise closely with parents

# work with our Learning Mentor and SENCo to liaise with external agencies

# work with our Learning Mentor and organise a ‘Buddy System’

# analyse the concerns from the ‘Worry Boxes’

# track pupils through Individual Education / Behaviour Plans, Pastoral Support Plans

# review and monitor behaviour for learning

# annually report to the Governing Body on the success and development of this policy.

# 

# Role of Staff

# School staff are expected to:

# comply with all aspects of this policy

# encourage good behaviour and respect for others in pupils and to apply all rewards and sanctions fairly and consistently;

# promote self-discipline amongst pupils;

# deal appropriately with any unacceptable behaviour;

# work closely with parents when appropriate

# apply all rewards and sanctions fairly and consistently;

# discuss pupil behaviour and discipline regularly at staff meetings;

# liaise when appropriate with school SENCo and Learning Mentor

# provide well planned, interesting and demanding lessons which will contribute to maintaining good discipline;

# attend periodic training on behaviour management;

# be aware of school procedures and behaviour management strategies including IEPs

# ensure the health and safety of the pupils in their care;

# identify problems that may arise and to offer solutions to the problem.

# Role of Pupils

# Pupils are expected to:

# be aware of and comply with this policy

# be polite and well behaved at all times

# show consideration to others

# make suggestions about school behaviour via the School Council

# obey all health and safety regulations in all areas of the school;

# abide by the school’s ‘Behaviour Rules’

# Abide by the school E-safety rules and SMART rules.

# Role of Parents/Carers

# Parents/carers are encouraged to:

# comply with this policy

# have good relations with the school

# support the behaviour for learning policy

# ensure their children understand and value the meaning of good behaviour

# support school rules and sanctions

# to work in partnership with the school to resolve problems.

# Role of the School Council

# The School Council will be involved in:

# determining this policy with the Governing Body

# discussing improvements to this policy during the school year

# devising school rules

# reviewing the effectiveness of this policy with the Governing Body.

# Three is the magic number

1. **Be Ready**
2. **Be Respectful**
3. **Be Safe**

**Our 3 rules are:**

**Managing pupil behaviour is the responsibility of ALL members of staff**

**How will staff behave?**

1. Model consistent positive behaviours and language at all times
2. Respond to poor behaviour with deliberate calm
3. Be consistent in reward and sanction strategies

**All staff, every day**

1. Meet and greet all pupils at the classroom door/playground at the beginning of every lesson

2. Correct poor behaviour in private (no shaming) **30 second intervention**

3. Build positive relationships with pupils. Show that you are ‘bothered’

**What does this look like?**

**School leaders and teachers that are highly visible** to pupils, parents and staff

**High expectations** of all pupils and explain what this looks like this to pupils

**Behaviour is explicitly modelled and taught**

**Ensure all pupils can secure success without lowering expectations** (differentiation/ task/ support) No one wants to feel like a failure.

**Involve parents in concerns, decision making**

**Learning environments that are calm, uncluttered, purposeful and trauma informed**

**Establish clear and consistent daily routines:** meet and greet, calm environment, registration task, equipment ready on tables, visual timetables, quiet

**Teach what ‘Be Ready’ looks like:** eyes on me, lips closed, pencils down including playground expectations

**Focus positive attention on effort**, not achievement, particularly those who go over and above

**Use the reward and sanction systems consistently** - resist the temptation to issue high level sanctions disproportionately

**Give clear instructions and guidance** eg task deadlines, where to go for support, paired/group/individual work, stop signals

**Allow for end of lesson reflection**. Who did you work well with? What could have improved your effort?

**Limit formal 1:1 interventions** for poor behaviour to 30 seconds

**Catch children when following a rule** and praise the behaviour

**Give clear choices for poor behaviour** so the child has ownership eg “you can complete your task now or at playtime, that is your choice,” then walk away. Carry sanction through.

**Deal with all poor behaviour unemotionally**, avoiding confrontation or hostility: don’t lose your temper, deal with secondary behaviours, deal with poor behaviour publically, refuse to shout

**Pupils with more complex needs/ SEND**

Schools are explicitly required to consider the support that has been provided to the pupil (at the time of a behaviour incident and beforehand) and whether this was adequate. A graduated approach by assessing, planning, delivering and reviewing the impact of the support should be adopted, as well as adjusting Behaviour Policies and other school policies to avoid particular/substantial disadvantage in their application to these pupils. Schools should anticipate likely triggers for misbehaviour and put in place support/interventions to prevent these, as well as using de-escalation techniques, and pre-agreed scripts and phrases where appropriate.

If adjustments are not made for pupils with a disability that can manifest in a breach of discipline if their needs are not met, a decision to sanction (including a decision to suspend or permanently exclude, and removal from class) may be discriminatory.

**Responsive Teaching**

When pupils do not behave in line with teachers’ expectations, it can often be a result of pupils feeling unsuccessful in their learning. Pupils may experience barriers to successful learning for many reasons. All pupils have learning needs which, at times, can be barriers to learning (not just pupils with special educational needs and disabilities).

As teachers, we must help all pupils to feel supported in their learning, so that they can secure success. The best way to support all pupils is to know their needs and look to meet these needs in the classroom.

Responsive teaching is a good way of effectively supporting most pupils to experience meaningful success in their learning which, in turn, is likely to also positively impact their behaviour.

Quality first teaching ensures the majority of pupils’ needs are understood and met in the classroom so they can experience meaningful success.

Quality first teaching is responsive teaching.

Responsive teaching involves teaching the knowledge and skills so that as many pupils as possible can learn it, assessing how effectively pupils have understood what was intended and then making adaptations to secure successful learning for all

**Behaviour Interventions**

When most pupils feel welcome, safe and supported, behaviour will improve across school. Some pupils’ needs are more complex. This might be a result of a special education need or other influences which will affect pupils’ behaviour and development

In most cases, pupils with more complex needs are affected by an interplay of different factors. It is vital that school leaders put in place effective additional support or interventions to help these pupils experience success at school.

Leaders should start by working with pupils, their parents, staff, specialists and external agencies to better understand a pupil’s individual needs.

Leaders should select evidence-informed interventions and support that best meets the needs of pupils without lowering expectations.

These interventions could reduce or remove triggers for challenging behaviour, support behaviour change or ensure pupils have trusting relationships at school.

Interventions and support may take a long time and need to be sustained to have a positive impact.

Leaders should review current interventions before planning for further support

**Middle leaders will:**

1. Use Marvellous Me to share positive notes, phone calls, texts, conversations with parents
2. Support staff in returning learners to learning by sitting in on reparation meetings and supporting staff in conversations
3. Make sure that ‘the buck stops here’

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**Senior** l**eaders** **will:**

1. Be a visible presence around and on site and especially the beginning and end of the day and at changeover time
2. Regularly share good practice and provide support
3. Support middle leaders in managing learners with more complex negative behaviours

**3 key ways to recognise good conduct:**

1. Send a Marvellous Me / conversation with parent
2. Nominate a child for Hot Chocolate Friday
3. Recognise and celebrate in celebration assembly - raffle tickets, house points, kindness awards

## Support beyond the classroom

1. Positive Start Club, Wake Up, Shake Up, Early Birds
2. Additional Lunchtime provision (Tranquillity, Colouring Club, Drumming Intervention)
3. Learning Mentor and Person Development coach interventions
4. External agency intervention
5. Extra-curricular provision ( drumming/ rock band, choir/ after school clubs

1. Time out / zone areas
2. Whole school implementation of Zones of Regulations and individual/ small group intervention
3. Restore - reparation meeting
4. Partnership meeting
5. Restorative conference (with parents)
6. Detentions

**Alternatives to exclusions**

**Consistency in practice is key**

At Blakehill adults have a consistent approach to managing and promoting positive behaviours and conduct. We:

1. **Meet and greet** at the door/ playground at the beginning of every lesson.
2. **Model** positive behaviours and build relationships.
3. **Plan** lessons that engage, challenge and meet the needs of all learners.
4. A mechanism for positive recognition (recognition board) is used in each classroom throughout the lesson.
5. Refer to ‘**Ready, Respectful, Safe**’ in all conversations about behaviour.
6. Be **calm** and give ‘take up time’ when going through the steps. Prevent before sanctions.
7. **Follow** up every time,( including updating CPOMs) retain ownership and engage in reflective dialogue with learners.
8. **Never ignore** or walk past learners who are behaving badly.

Self-regulation and restorative practices are key when supporting pupils at Blakehill to manage their behaviour. Our aim is to help children to develop strategies to regulate their emotions and behaviours so that they can become more adept at applying these independently and with greater success.

Designated areas/zones within school allow the small number of pupils who struggle to regulate, ‘time out.’ These include places inside /outside of the school building, within the boundaries of the school premises. Where a child uses these areas as an agreed ‘time out / self- regulation strategy, an adult has ‘eyes on’ the child at all times and will approach once the child appears to have regulated their behaviours. A member of the SLT is alerted if a child is outside.

**High quality** behaviour for learning is underpinned by relationships, lesson planning and positive recognition.

The Code of Conduct, **Ready, Respectful, Safe** must be displayed in each learning space and referred to in conversations around conduct.

**Appendices**

**All staff every day**

## Practical steps in managing and modifying poor behaviour on a daily basis

Learners are responsible for their behaviour. Staff will deal with behaviour without delegating. Staff will use the following for dealing with poor conduct. Actions are implemented to reduce, prevent and address pupil behaviour concerns. These are as follows:

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| **Steps** | **Actions** |
| **Redirection** | Gentle encouragement, a ‘nudge’ in the right direction |
| **Reminder** | Reminder of school rules/ expectations - **Be Ready, Be Respectful, Be Safe** delivered privately/discreetly |
| **Caution** | Clear verbal caution delivered privately making the learner aware of their behaviour and outlining the consequence if they continue. 30 second intervention |
| **Time out** | Give learner chance to reflect away from others. Speak to child privately and give opportunity to engage. Offer a positive choice to do so |
| **Internal referral** | Child moved to a different room internally for the remainder of the lesson. No other member of staff should engage in conversation/reprimanding the pupil. Record on CPOMs |
| **Restore** | Restorative meetings are completed before the next lesson. Phase/middle leader can be present if requested. Outcome on CPOMs. |



**Caution: 30 second intervention (reminder stage)**

*I noticed you are…(having trouble getting started/struggling to get going/wandering around the classroom)*

*It was the rule about…. ( lining up/ staying on task/ shouting out) that you broke.*

*You have chosen to…..(move to the back/ catch up with your work at lunchtime/ speak with me at break)*

*Do you remember last week when you…( arrived on time every day, worked really hard and produced that fabulous piece of writing)?*

*That is who I need to see today….*

*Thank you for listening. ( Then give the child some take-up time)*

*Endless discussions around behaviour during teaching time is limited. Energy focuses on returning learners to their learning. Issues addressed out of teaching time wherever possible*

**Time-out** allows the teacher or member of staff to address the inappropriate behaviours displayed by the child to be acknowledged and addressed in the first instance

* The learner is asked to speak to the teacher away from others (quietly and calmly)
* Boundaries are reset ( I want you try to complete your work
* Learner is asked to reflect on their next step. Again they are reminded of their previous conduct/attitude/learning.
* Learner is given clear choices ( complete task or will need to complete during break/ lunch)
* Learner is given a final opportunity to re-engage with the learning / follow instructions

Learners should only have time out if they need to cool down and/or to defuse a situation. In general, three minutes should be enough.

If the step above is unsuccessful, or if a learner refuses to go take a time out then the learner will be asked to leave the room. If appropriate, a member of staff will escort the learner to a workspace outside the teaching room. **Staff will always deliver sanctions calmly and with care. It is in nobody’s interest to confront poor behaviour with anger.**

**Restore**

Restorative meetings at Blakehill are a core part of repairing damage to trust between staff and learners. Our Restorative meetings are structured in 6 steps and help us to restore that trust. These occur between class teacher and the pupil(s) concerned. **These occur at all stages of our response to poor pupil behaviour**. The child is asked to reflect on:

1. What has happened?

2. What was each party thinking?

3. Who feels harmed and why?

4. What have each party thought since?

5. What behaviours will each of us show next time?

6. Reaffirm your commitment to building a trusting relationship.

Teachers will take responsibility for leading reparation meetings. Phase Leaders will support if/when requested.

Learner’s may have their behaviour monitored by teachers to show progress towards agreed targets. At Blakehill we make sure that this is done discreetly. We do not use coloured reports, advertise poor behaviour to other learners or give fame to those who choose not to meet our high standards of behaviour.

School adopt a graduated approach to sanctions. Social and emotional strategies are taught to help children regulate their own behaviours via school based and class based competencies and individual intervention programs where necessary



Blakehill Primary School’s step-by-step response to poor pupil behaviour

Stage 1 Response to low level behaviours

**Stage 1 – Response to low level behaviours (class teacher responsibility)**

By low level behaviour examples: constant talking, failing to follow instructions, not being on task, pushing in line, rough play at lunchtime / breaktime, running inside of the school building, not wearing appropriate uniform, making silly noises.

Quiet reminders will usually remedy these behaviours however staff should not let these behaviours go unchallenged.

Low level disruptive behaviour will be recorded on CPOMs. These incidents are numbered. This is the responsibility of the class teacher. If a child receives 3 CPOMs incidents of low-level behaviour during a half term a detention is issued. *A detention should allow the child and adult time to reflect on behaviour and incidents. Discussions should help the pupil identify ways of managing emotions and their behaviours more effectively*. This is class teacher responsibility.

Actions:

* Restorative meeting / conversation with class teacher
* Class teacher will inform parent of low level disruptive behaviours and their impact
* Teacher must inform parent prior to detention taking place (phone/ face -to-face)
* A lunchtime detention with a member of the Senior Leadership Team
* **Stage 1** letter sent to parents (notification of low level behaviours/ lunchtime detention)
* Lunchtime detention is recorded on CPOMs

**An isolated incident that is considered severe, could be actioned according to stage 5 of the school’s behaviour policy. This should have authorisation from the headteacher in the first instance and an Assistant Headteacher in her absence.**

Stage 2: Response to ongoing concerns in relation to poor behaviour

**Stage 2 - The Initial meeting is conducted where there is a continued cause for concern**.

(**class teacher responsibility)**

This may be as a result of continued lunchtime detentions or an escalation in a child’s poor behaviour. Parents meet with the **class teacher** at this meeting.

* Teacher has already completed restorative meeting with child prior to meeting with parent
* At the meeting, concerns about the child’s behaviours are identified
* A **class report is used** to allow class teacher to monitor behaviours/support the child in modifying inappropriate behaviours for a period of **two weeks**
* Report outcomes are shared with parents at agreed intervals (end of each day/ week)
* A follow up meeting between class teacher and parent after a period of **two weeks** from the outset of class report to review outcomes of monitoring. If all parties feel that class report is a strategy that is impacting positively on pupil behaviours and there is a significant improvement in behaviour, the class report can be withdrawn
* If all parties agree that this strategy benefits the child in regulating behaviour, the child remains on class report, with review periods of **2 weeks** until there is a significant improvement.
* Next steps/ actions are outlined – this may involve escalating to **stage 3**.
* Phase leader present if escalation
* **Stage 2** letter to parent to confirm outcome of meeting
* Record on CPOMs. Include a copy of the **Stage 2 letter**

Stage 3 Response to no improvement / escalation

**Stage 3 – Response to no improvement / escalation of behaviour (class teacher and phase leader)**

This stage is implemented as a result of no significant improvement after being on class teacher report or an escalation in a pupil’s behaviour. Parents should be aware of the concerns relating to their child’s poor behaviours.

Examples of behaviours exhibited at this stage: disrespecting adults, damage to property, open defiance, hurting others, inappropriate language

**Actions:**

* Restorative meeting/ conversation with class teacher prior to meeting with parents
* Inappropriate behaviours are made explicit
* **Behaviour action plan implemented**. This will include provision to help the pupil manage their behaviours and sanctions as a result of any breach. This will include:
* *Responsive teaching strategies implemented*
* *Behaviour intervention implemented*
* ***Internal exclusions may be implemented at this stage***
* *Pupil to sign* ***behaviour contract***
* *personalised behaviour chart*
* A phase leader report is implemented - child must report to phase leader at the end of the school day
* Internal/ external intervention may be identified and requested as a result of this meeting ( SEN/ SEMH/ BEHAVIOUR/ EARLY HELP)
* **Stage 3** letter to parent confirming outcomes of the meeting. Letter, , behaviour plan and further intervention recorded on CPOMs
* Review meeting set for **2 weeks.** Child may continue to be kept on stage 3 depending on impact of strategy with fortnightly review. Class teacher may deescalate to stage 2 if behaviours have improved significantly. Decision recorded.

Stage 4: Response to severe behaviours or no improvement in behaviour in (from stage 1-3)

**Stage 4: Response to severe behaviours or no improvement of behaviours since stage 3**

Consequences in this stage can be applied immediately to reflect the severity of the behaviour. Senior leaders are responsible making this decision and for sanctioning these. This stage is also the next step in the school’s series of behaviour management stages, if all measures have resulted in no significant improvement to date

Actions:

* Restorative meeting/ conversation with class teacher/ phase leader prior to the meeting with class teacher
* Parents required to attend a meeting between class teacher, phase leader and a member of the senior leadership team. The pupil is requested to attend the meeting
* Review of all other strategies implemented by school to address poor behaviours - report/ behaviour plans
* External advice / intervention sought if not already in place
* Reports from other professional shared - SEND/ EARLY HELP/ SEMH etc
* Review of impact of internal exclusions if applicable
* School’s Pupil Exclusions Policy shared with parents
* Behaviours that will lead to external fixed term exclusion/ suspensions clarified and shared with all parties
* Alternate timetable implemented if necessary
* Review meeting set for **2 weeks. Fortnightly meetings to continue until all parties are satisfied that behaviours have significantly improved and intervention is no longer required.**
* **Stage 4** letter to parent confirming outcomes of the meeting.
* Information including **Stage 4** letter to parents recorded on CPOMs

Stage 5: Approaches towards behaviour management have been exhausted / incidents of a severe nature

**Suspensions/ fixed term exclusions**

Only the Headteacher of a school can suspend/ permanently exclude a pupil on disciplinary grounds. The Assistant Headteacher can action this after authorisation from the Headteacher.

A suspension, where a pupil is temporarily removed from the school, is an essential behaviour management tool that should be set out within a school’s behaviour policy.

A suspension may be used to provide a clear signal of what is unacceptable behaviour as part of school’s behaviour policy and show a pupil that their current behaviour is putting them at risk of permanent exclusion

The reasons below are example of the types of circumstances that may warrant a **suspension or permanent exclusion.**

* Physical assault against a pupil
* Physical assault against an adult
* Verbal abuse or threatening behaviour against another child
* Verbal abuse or threatening behaviour against an adult
* Use or threat of use of an offensive weapon /prohibited item
* Proven bullying including, homophobic/ racist cyber bullying and bullying related to disability
* Racist abuse
* Abuse against sexual orientation or gender reassignment
* Abuse relating to disability
* Pupils and staff are unable to work in safety and are respected
* damage to school property
* continued / open defiance to an adult
* continuous disruption to learning - following on from stage 1-3
* putting themselves or others at risk

**Permanent Exclusions**

A permanent exclusion is where a pupil can no longer attend school. The decision to exclude a pupil permanently 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.

*Where a Headteacher decides to suspend or permanently exclude:*

* The pupil’s views are taken into account
* Parents, the Local Authority and, social worker (if applicable) will be informed immediately.
* A reintegration meeting will be arranged if this is a suspension/ fixed term exclusion
* Age-appropriate work will be provided for the first five days of a suspension
* Links to impartial advice for parents will be provided
* The school’s Chair of Governors is informed of the school’s decision

Detentions

Playtime and lunchtime detentions may be issued to provide a clear message about what is acceptable behaviour in school. A detention may be issued:

* As a result of three incidents of low-level behaviour recorded on CPOMs
* An isolated and out of character incident of a severe nature
* Prior to escalating to a suspension/fixed term exclusion

When a detention is issued:

Parents must be informed prior to the detention and reasons for this (either telephone call/face-to face conversation)The child’s class teacher should do this in the first instance.

Follow up letter sent to parents

Detention recorded on CPOMs and letter uploaded

A number of detentions may result in a suspension

**A series of incidents (more than one) may result in a fixed term internal / external exclusion**. This is determined by a member of the senior leadership team. The decision is made by the HT or AHT in the Headteacher’s absence and based on a review of the child’s behaviours and the severity of the incident.

**Related policies and Guidance**

Pupil Exclusion Policy

Anti-Bullying

Behaviour in Schools Guidance (2023)

Equalities Policy

SEND policy

Education and Inspections Act (2006)

Education Act 1996

Education Act 2002 (amended 2011)

E-Safety

The School Discipline Regulations 2012