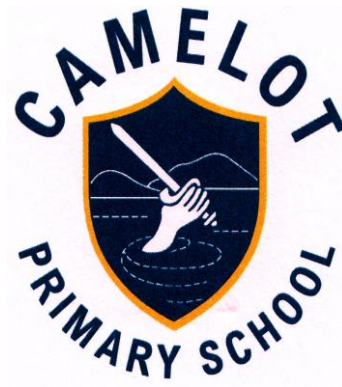


# Behaviour policy

## Camelot Primary School 2022-2023



*Our school adopts our exceptional approach to managing Behaviour and Discipline matters and we use our Camelot Code and Values to guide our decisions and actions in this area.*

### ***The Camelot Code***

**To use kindness, patience and commitment in dealing with any problems**

**To show nothing less than our best to all and in all situations**

**To be compassionate and to show a sense of humour to all**

### **School Values**

**Aspiration**

**Courage**

**Dedication**

**Integrity**

**Resilience**

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## 1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and consequences**

## 2. Legislation and statutory requirements

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

- [Behaviour and discipline in schools\\*](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), 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 require 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

## 3. Definitions -

**Inappropriate behaviour** is defined as:

- disruption in lessons, around school, not following the Camelot Code
- not following school expectations in playgrounds and communal spaces
- non-completion of classwork
- 

**Serious/Significant inappropriate behaviour** is defined as:

- Repeated breaches of the school expectations
- Any form of bullying
- Unwanted sexual behaviour.
- Vandalism, Theft, Possession of any prohibited items.
- Racist, sexist, homophobic or discriminatory behaviour

## 4. Roles and responsibilities

### 4.1 The governing board

The school's governing body's curriculum and standards committee is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The governing body's curriculum and standards committee also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

### 4.2 The Executive Headteacher

The Executive Headteacher is responsible for reviewing this behaviour policy in conjunction with the governing body's curriculum and standards committee, giving due consideration to the school's statement of behaviour principles (appendix 1). The headteacher will also approve this policy.

The Executive Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and consequences are applied consistently.

The senior leadership team will support staff in responding to behaviour incidents in line with the tiers of communication.

### 4.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Actively recognising and acknowledging positive behaviour
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording and communicating behaviour incidents following the tiers of communication (appendix 1) and the data recording information system.

**Core strategies for staff for ensuring exemplary behaviour at Camelot Primary School are:**

**Through implementation of best practice in learning and teaching:**

- ***Including through the use of quality first teaching*** supported by exemplary planning and ongoing assessment that informs planning as well as ***feedback to our pupils*** that encourage positive learning and 'can do' attitudes.

**By building positive relationships:**

- ***Including through the use of purposeful praise*** – e.g. actively recognising good behaviour, specific praise linked to the school values and the Camelot Code as well as actively developing good relationships with parents/carers to send the message that you are working together (for example, through informing them of good as well as poor behaviour)
- ***Ensuring the balance of reward & consequence*** – not punishing a whole class for the actions of individuals and knowing that sometimes a restorative conversation sufficient.

### **By modelling and teaching learning behaviours:**

- ***Including helping children become independent and active learners***, encouraging them to think for themselves, develop their own opinions, and to organise their time and resources effectively, with support from the teacher.
- ***Ensuring as staff members, explicit direction is given*** with clear reasons for actions and consequences for action that clearly and calmly set the expectations.
- ***Utilising choice direction*** e.g. *'You can either complete this work now or you can complete it at playtime, it is your choice.'*
- ***Recognising as professionals working with children*** that the agitated or frustrated pupil will not listen until they have calmed down and that a sensitive humour can be an extremely powerful behaviour management tool.

### **By ensuring consistency of expectation from all stakeholders:**

- ***Ensuring that when a consequence is used it is fair and appropriate*** for the action and if necessary, listening to pupils and/or parents/carers but being clear that your decision is final regardless of whether it is perceived as right or wrong.
- ***Supporting the principle of consistency*** in such ways as actively discouraging children from leaving the classroom to use the toilet during lesson times; actively implementing the systems and procedures outlined in this policy.

## **5. Parents/Carers**

Parents/Carers are expected to:

- Support their child in adhering to the pupil Camelot Code
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

### **The Parents'/Carers' Responsibilities**

For pupils to achieve to their full potential it is essential that there are links and clear communications between home and school. Central to this is the understanding that teachers, parents and carers *all* want their children to succeed and be safe and happy within school.

*Please note:* During the school day all parents/carers must report to the school office before contacting a member of staff. It is not acceptable for parents/carers to approach staff when they are teaching. Equally, it is inappropriate for parents/carers to approach support staff directly about their child's behaviour without first consulting the class teacher, or senior leaders.

Parents/Carers can support their child to adhere to the expectations of the school community by:

- ***Explaining to their child what school is for:*** a place for learning living alongside other people and that means sharing – books/equipment; adult attention and co-operating with others.
- ***Helping their child with his/her learning.*** This means showing an interest in what their child has done at school, sharing reading books, ensuring homework is completed, looking after/returning borrowed books and attending parents' meetings to discuss their child's progress with class teachers
- ***Supporting the school.*** Any worries or concerns should be shared first with the school's Inclusion Team (Miss Eastwood or Miss Wilkinson in the first instance). It is not always appropriate to voice ones concerns in front

of one's child in a public place. Make an appointment. School staff are always willing to listen and come to a shared understanding.

- ***Acting on messages from the school.*** This may mean praising their child at home for actions at school or discussion and discussing any consequences at home.
- ***Understanding that children also learn from watching the behaviour and actions of their parents/carers and siblings.*** If the parent / carer criticises the school or acts in an antisocial way, the child will do the same, and this will affect his/her learning. Parents / carers who do not co-operate reasonably with school staff or who become abusive will be asked to leave the school premises and will not be allowed back until the situation has been resolved.
- ***Sending their child to school on time,*** every day when he/she is well enough to come, to notify school if he/she are not well enough to come.
- ***Communicating with the school any special medical needs,*** or any special circumstances at home that may affect your child's learning.

## 6. Whole school practices to support exceptional behaviour at Camelot School

### 6.1 Camelot code (as highlighted on page one of this policy)

To use kindness, patience and commitment in dealing with any problems

To show nothing less than our best to all and in all situations

To be compassionate and to show a sense of humour to all

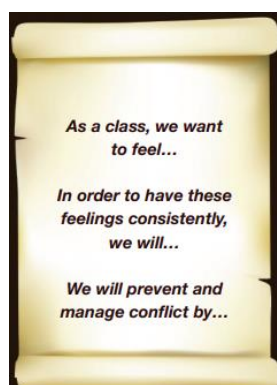
### 6.2 'RULER'

At Camelot Primary school we advocate for our children to emotionally regulate their behaviour and we follow the RULER programme to help children understand and express their feelings and actions:

- Recognising emotions in yourself and others
- Understanding the causes and consequences of emotions
- Labelling emotions accurately – *"if you can name it you can tame it"*
- Expressing emotions appropriately
- Regulating emotions effectively

### 6.3 Class Charter

At the beginning of the school year, each class creates a unique Class Charter as an expression of values and norms unique to the class, intended so everyone feels welcome, safe and valued in their class. It is signed by everyone and revisited often over the school year. A Class Charter encourages responsibilities for everyone to work together to create the positive learning environment expected at Camelot.



## 6.4 Zones of Emotional Regulation

Rooted in cognitive behavioural therapy, the Zones of Regulation is a framework that uses four colours—**blue, green, yellow, and red**—to help Camelot pupils to identify their feelings and level of alertness. Pupils are supported to learn strategies to support themselves when they are in an uncomfortable zone.

At Camelot, we use the shared language of the zones of emotional regulation when supporting our pupils and across our school. We provide intervention groups for pupils needing additional support to regulate their emotions. When pupils are in the 'red zone' the school's priority is to support the pupil to calm down and move to a different zone to keep themselves and others safe, before addressing the reason that the pupil may be in the red zone.



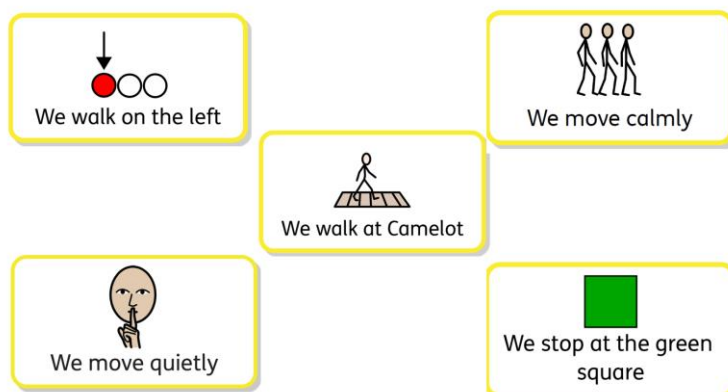
## 6.6 Restorative conversations

At Camelot our priority is to support our pupils to learn from their actions. Following an inappropriate incident and once the pupil is calm, they will have a restorative conversation with a member of staff to discuss their actions. A restorative conversation will use questions similar to those below:

<i>"What happened?</i>	<i>What were you think/feel at the time?</i>	<i>What have you thought/felt since?</i>
<i>How did this make people feel?</i>	<i>Who has been affected?</i>	<i>How have they been affected?</i>
<i>What would put things right?</i>	<i>How can things be done differently in the future?</i>	

## 6.1 Camelot Walking code

Staff support children to follow whole school codes of practice in a calm consistent manner using shared language to support consistency.



## 7. Behaviour management

### 7.1 Positive Praise

The most effective form of behaviour management is one which notices where good behaviour is occurring and promotes it. At Camelot Primary School we will celebrate the behaviour and hard work of children in a number of ways:

- The use of lanyards presented to children to show who is exhibiting our school values
- A recognition board in every classroom to acknowledge children's positive contributions
- Positive praise systems such as the use of 'marble jars' to celebrate whole class successes
- Praise postcards and phone calls home
- Weekly assemblies to celebrate children demonstrating the Camelot Code

### 7.2 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the Camelot Code, Walking Code, Emotional Regulation Visual and their own Class Charter.
- Develop a positive relationship with pupils, which may include:
  - Greeting pupils in the morning/at the start of lessons
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement

### 7.3 School Behaviour Management Consistencies

*Below is a guide for **all staff** in how to achieve consistency of approach across the school.*

- Always expect high standards in behaviour e.g. please and thank you, good manners
- Consider the pupils and what is reasonably expected of them and the particular circumstances of their home life at the time
- Clear routines will encourage high standards of behaviour and a feeling of safety and reassurance
- Seek opportunities to re-educate children to support children in a positive way.
- Pupils should not bring anything into school from home e.g. sweets, electronic equipment, or jewellery.
- Share significant incidents with SLT.
- Conversations focus on the primary behaviour action rather than any secondary behaviours.
- Conversations with children that have not made the right choice will be conducted in a manner which doesn't gain the attention from other children.

We remind all our staff, pupils, parents and carers that:

- Pupil mobile phones must be handed in at the beginning of the school day to the main office and collected at the end of the day. Mobile phones must never be taken into the school day.



## 7.4 Management of inappropriate behaviour

Reminder ⇌ Caution ⇌ Last chance ⇌ Consequence (Thinking time) ⇌ Repair (Restorative conversation)

Systems for supporting pupils who make inappropriate behaviour choices are outlined below and are followed consistently by all staff across the school. If a pupil makes an inappropriate behaviour choice, our staff will respond, where necessary, as follows:

Reminder: The adult reminds the pupil of the Camelot Code/Class Charter.

Caution: The adult makes it clear that the pupil's actions do not meet with the expectations at Camelot.

Consequence (recorded as 'Green'): The pupil's actions do not change then they will be informed that their choices will be recorded and a consequence will follow. The pupil will have thinking time within the classroom at an appropriate time. This may be at playtime when the pupil will spend time with this adult.

Additional consequence (recorded as 'Yellow'): For continued inappropriate behaviour choices within the same learning period (morning session 1; morning session 2 and afternoon), the adult records the pupil's actions as a 'Yellow' on Arbor, the school recording system. This will include when the pupil's actions are having an impact on other pupils and are preventing learning in the classroom and will involve thinking time with in another classroom. Each time a pupil is asked to have thinking time outside the classroom it is recorded as a 'Yellow'. Yellow incidents are shared with parents/carers through following the school's 'Tiers of communication' document (see appendix 3)

Final consequence (recorded as 'Red'): Significant inappropriate behaviour choices, as described in the definitions section of the policy, will result in a 'Red' incident. The adult involved at the time of the incident records on Arbor, informs SLT and follows the 'Tiers of communication' document.

Repair: A restorative conversation is undertaken with the pupil and the adult following any yellow and red incident. An opportunity for the pupil to apologise will be provided as modelled through the use of the Camelot Code and for the pupil to be forgiven as an example of the restorative outcome sought as well as to re-educate the pupil about behaviour choices that they will follow going forward.

Communication: Camelot School Tiers for Parental Communication is followed (see appendix 1).

SEND: All inappropriate behaviour choices are recorded on Arbor for all SEND pupils and shared with parents/carers as outlined in tiers of communication. Class teachers to liaise with SENCO for best practice for individual pupil's needs.

## 7.5 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will respond the pupil in accordance with this policy.

Please refer to our safeguarding policy for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

## 7.6 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible

- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

## 7.7 Confiscation

**Any prohibited items found in pupils' possession will be confiscated.** These items will not be returned to pupils. We will also confiscate any item which is harmful or detrimental to teaching and learning, including any mobile phone found in the possession of a pupil during the school day. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

## 7.8 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging inappropriate behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

## School responses to other behaviours challengeable through this policy

### Sexualised Behaviour

Whilst it is normal for children to exhibit curiosity with regards their own bodies and physical development it is essential that clear boundaries are set to protect all children from abuse and any concerns will need to be referred via the Safeguarding Policy.

### Drug, alcohol and offensive weapon related incidents

It is our policy that no child should bring any drug, legal or illegal, to school. If a child will need medication during the school day, the parent will notify the school and ask permission for the medication to be brought. This should be taken directly to the school office for safekeeping. Any medication needed by a child while in school must be taken under the supervision of a teacher or other adult employee.

The school will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents of any child involved will always be notified. Any child who deliberately brings such substances into school for the purpose of misuse will be dealt with the above exclusion procedures.

## 8. Bullying

### Preventing Bullying at Camelot

#### Aims

- Our pupils must be able to learn in a supportive and safe environment without fear of being bullied.
- Our School Community must understand that bullying is anti-social behaviour and affects everyone;
- Everyone must be made aware that bullying is unacceptable and will not be tolerated in our school.

#### Our School Statement:

As a school we take bullying seriously. Pupils and parents should be assured that they will be supported if any bullying is reported.

#### **“Bullying will not be tolerated at Camelot”**

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a secure atmosphere. Bullying of any kind is unacceptable at our school. If any bullying should occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. This means that **anyone** who knows that bullying is happening is encouraged to tell the staff. Only when all issues of bullying are addressed will pupils be able to fully benefit from the opportunities available at Camelot School.

We take a proactive approach to bullying as well as responding when an incident occurs. We regularly provide opportunities through circle time, assemblies and through the curriculum to reflect on what constitutes bullying and appropriate reactions to it. We support a ‘telling’ environment where children are enabled and encouraged to ask for support. Staff are aware of the signs of bullying and will record, monitor and then devise an action plan. All incidents will be recorded and monitored by the Deputy Head for Inclusion. The situation will be discussed with parents/carers in order to achieve a successful conclusion.

**Bullying** is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

Deliberately hurtful

Repeated, often over a period of time

Difficult to defend against

**Bullying can include:**

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another’s belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Homophobic or Transphobic:	because of, or focusing on the issue of sexuality
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

## **Anti-Bullying Procedures:**

### **Signs and Symptoms**

Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness or taking unusual absences. There may be evidence of lacking concentration or truanting from school. These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated. The staff will be alert to any signs of bullying and act promptly against it in accordance with this policy.

### **Statutory duty of schools**

Headteachers have a legal duty under the School Standards and Framework Act 1998 to draw up procedures to prevent bullying among pupils and to bring these procedures to the attention of staff, parents and pupils.

### **Prevention of Bullying**

We at Camelot School believe that bullies need to learn new attitudes and behaviours that reflect our caring and inclusive ethos. Below are some methods for helping children to prevent bullying. As and when appropriate, these may include:

- reinforcing school expectations;
- use of school assemblies;
- use of behaviour contracts
- whole class stories about bullying;
- nurture groups;
- drama and role-plays;
- meeting with parents/carers to resolve issues;
- discussions about bullying and why it matters;
- PSHCE (Personal, Social, Health, Citizenship Education);
- using external agencies such as Educational Psychology, Behavioural Support Team etc.

### **Why is it important to respond to bullying?**

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving. Any pupil who is found to be bullying will be challenged and required to change their behaviour. We acknowledge our responsibility to respond promptly and effectively to issues of bullying. This policy is used in conjunction with other School policies, e.g. our Equality; Spiritual, Moral, Cultural and Social (SMSC) and Safeguarding Policies.

### **Challenging bullying as unacceptable behaviour**

The following steps may be taken when dealing with incidents:

1. if bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached, holding initial discussions separately with both the alleged bully and the victim to try to resolve the issues and a clear account of the incident will be recorded. **At this stage it is important to be clear about whether this incident is defined as bullying, bearing in mind the definition as above**
2. if necessary, the staff member will pass on any information to the head or deputy head teacher
3. if involved, the head or deputy teacher will discuss the incident with all concerned record their findings accordingly. Any bullying behaviour or threats of bullying will be investigated within 24 hours of it being reported in order to ensure the bullying is stopped quickly
4. class teachers will advise the members of the school's senior management if the behaviour persists
5. if it is deemed to be of a serious nature, parents/carers of both parties will be asked to come in to a meeting to discuss its resolution and will be kept informed going forward on an agreed timescale
6. punitive measures will be used as appropriate and in consultation **with** all parties concerned.

### **Pupils who have been bullied will be supported by:**

1. offering an immediate opportunity to discuss the experience with a class teacher or member of staff of their choice (on the same day as any disclosure)
2. reassuring the pupil and parent/carer of the pupil regarding the school's action
3. offering continuous support, including follow-up checks after any incident
4. being given strategies (through 1:1 or as a group) that seek to restore self-esteem and confidence

### **Pupils who have bullied will be helped to address and change their behaviour by:**

1. *discussing what happened*
2. *discovering why they became involved*
3. *establishing the wrong doing and need to change*
4. *informing parents/carers to help change the attitude of the pupil in order to change their behaviour and to work towards a resolution*

## **Outcomes**

*These are not necessarily steps that follow one after the other. We would hope that a range of interventions would be used to help resolve the situation and point 6 below is not an inevitable final stage.*

- 1) *The bully will be given the opportunity to apologise. Other consequences may take place (see 'Consequences for unacceptable behaviour' below)*
- 2) *If possible, the pupils will be reconciled and a resolution will be worked towards – a range of techniques and interventions may be used to achieve this including mediation, monitoring, challenging unacceptable behaviour and attitudes or employing external advice and support where necessary.*
- 3) *After any bullying has been acknowledged by the school and dealt with, the situation will be monitored on a daily basis for the immediate short term to ensure repeated bullying does not take place.*
- 4) *The victim will be supported and monitored through 1:1 and group work*
- 5) *The school will work to encourage pupils to modify unacceptable behaviour*
- 6) *In extreme cases, disciplinary steps can be taken and exclusion may be considered. Exclusion will only take place after official warnings have been given to cease offending; internal exclusion from class and exclusion from certain areas of school premises.*

## **9. Training**

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of our staff training development cycle. Behaviour management will also form part of continuing professional development.

## **10. Links with other policies**

This behaviour policy is linked to the following policies:

- Exclusions policy (Appendix 2)
- Safeguarding policy

## 11. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and school's governing body curriculum and standards committee every Autumn Term. At each review, the policy will be approved by the headteacher.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the governing body curriculum and standards committee every Autumn Term.

We know that this policy is effective and embedded in our practice when:

- All children, staff and visitors feel safe and welcomed in the school
- All children, staff, parents and all associated adults know, understand and follow the golden rules
- Expectations and standards of behaviour are consistently high
- Staff feel confident and supported by our Leadership Team in managing children's learning, behaviour and social development
- Parents/carers feel that the school deals effectively with unacceptable behaviour
- Governors are confident that behaviour is well managed in the school

The success of the school's Behaviour and Discipline policy and provision is evaluated through school self-evaluation and reporting activities such as:

- Monitoring of classroom practice by the Leadership Team (including the Headteacher)
- Analysis of tracking data for individual children and for cohorts (class and individual logs)
- Termly Inclusion Review (carried out by the Deputy Headteachers on particular groups of children such as those determined as 'vulnerable'; receiving SEND support; LAC as well as with a disability)
- Feedback from children, parents and staff, both informal and formal (including meetings and surveys)

The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented.

The Governors' Curriculum and Standards committee has a watching brief regarding the implementation of this policy, ensuring the school's website displays copies of relevant policies and guidance.

Signed: \_\_\_\_\_ Chair of Governors

Signed: \_\_\_\_\_ Headteacher

Date: \_\_\_\_\_

**Policy effective from:**                      **Autumn 2022**                      **Review due:**                      **Autumn 2023**

## Appendix 1: Camelot School Tiers for Parental Communication – Academic Year 2022-2023

School consistency: Every time a pupil is given a 'yellow' time out/consequence this is recorded on Arbor. The class teacher records incidents from the classroom/teaching and learning time and the inclusion team record incidents from the playground. The class teacher is responsible for keeping track of the classroom/teaching and learning time recordings on Arbor and ensuring the below is followed. Tiers of communication reset every term

Tier	Behaviour incident	Class teacher	Inclusion team LM – Learning Mentor BSM – Behaviour Support Mentor	SLT
One	2 yellow incidents	Immediate phone call on day of second yellow.	Available to support with any meeting/phone call.	
	1 red incident	Phone call on day of incident occurring during teaching and learning time. Teacher has a restorative conversation with pupil.	Phone call on day of incident occurring during playground time. LM/BSM has a restorative conversation with pupil.	SLT will follow up with the pupil following the significant incident.
Two	4 yellow incidents 2 red incidents	Meeting arranged with class teacher, either LM or BSM and parent/carer. Pupil placed on a class teacher report for two weeks. Daily communication will support the class teacher report.	Attend meeting with class teacher and parent.	Teacher to inform SLT when a pupil starts a class teacher led report. SLT will follow up with the pupil following any red incident.
Successful period of no further behaviour incidents leads to pupil restarting tiers of communication				
Three	6 yellow incidents 3 red incidents	Meeting arranged with parent/carer, class teacher and AHT/DHT.	Support provided where required	Pupil reports daily to DHT/AHT with their report card.
Four	8 yellow incidents 4 red incidents	Class teacher reports the incidents and informs SLT.	Involving outside agencies to support with the family.	Meeting with DHT/AHT & either LM or BSM. Pupil starts SLT report card for two weeks. Daily communication to support SLT report.
Review period linked to outcomes from SLT involvement				
Five	10 yellow incidents 5 red incidents	Class teacher reports the incidents and informs SLT.	Support SLT in liaising with outside agencies	Meeting with parents/carers, HT and DHT/AHT. SLT leading on pupil planned provision and support within school. Potential internal exclusions.
Six	When the school systems have been demonstrated not to have been able to manage the pupil's behaviour.	Class teacher reports any further incidents and informs SLT accordingly.	Support SLT in liaising with outside agencies	SLT leading on pupil planned provision and support within school. Headteacher & senior staff + outside agency representatives to meet with parents/carers.

**SEND** –All incidents are recorded on Arbor for all SEN pupils and shared with parents/carers as outlined above. Pupils on the SEN register may not move through the tiers in the same system as a non-SEN pupil. Class teachers to liaise with SENCO for best practice for supporting and managing individual pupil's needs.

## Appendix 2: Exclusions Policy

### *Fixed-term and permanent exclusions*

We are an inclusive school and do not wish to exclude any child, even when they exhibit serious behavioural difficulties. We will take every reasonable step to ensure that exclusions are avoided. However, in extreme cases, it may be necessary to exclude.

The school follows the School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012 and the DFE Statutory Guidance on School Exclusions 2012. (See 4.2 for brief outline)

#### **The head teacher's power to exclude**

Only the head teacher of a school can exclude a pupil and this must be on disciplinary grounds. A pupil may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently. A fixed period exclusion does not have to be for a continuous period. In exceptional cases, usually where further evidence has come to light, a fixed period exclusion may be extended or converted to a permanent exclusion. The behaviour of pupils outside school can be considered as grounds for exclusion. This will be a matter of judgement for the head teacher in accordance with the school's published behaviour and discipline policy.

Any decision of a school, including 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 exclusions and a school's wider legal duties, including the European Convention of Human Rights); rational; reasonable; fair; and proportionate.

Head teachers must take account of their legal duty of care when sending a pupil home following an exclusion. When establishing the facts in relation to an exclusion decision the head teacher 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'.

Under the Equality Act 2010 ("the Equality Act") schools must not discriminate against, harass or victimise pupils because of their: sex; race; disability; religion or belief; sexual orientation; because of a pregnancy / maternity; or because of a gender reassignment.

**If the headteacher excludes a child, the parents or carers are informed immediately, giving reasons for the exclusion and their rights of appeal against the decision to the governing body.**

**The headteacher informs the LA and the governing body about any permanent exclusion and about any fixed-term exclusions beyond five days in any one term. The governing body has a discipline committee which is made up of between three and five member to considers any exclusion appeals.**

#### **Internal Exclusions**

Exclusions are used as a last resort after many other behaviour strategies have been tried.

An **Internal Exclusion** requires a pupil to be excluded from all contact with classmates during the school day including break times and assemblies and to be supervised by an adult with the parent or carer formally informed of actions.

The class teacher is responsible for providing work for the child that they can complete independently. No use of technology is allowed as this is viewed as a reward by some children.

Internal exclusions would not necessitate a reintegration interview unless is thought useful. An external exclusion should always have a reintegration interview.