PATHFINDERS

FEDERATION OF ST MICHAEL'S, ERPINGHAM & NORTHREPPS

BEHAVIOUR AND ANTI-BULLYING POLICY

(Including exclusion arrangements)

Formally adopted by the Governing Board of:-	**Pathfinders Federation**
On:-	**October 2026**
Chair of Governors:-	**Rosemary Kett**
Last updated:-	**October 2025**

'It is easier to build up a child than repair an adult' Frederick Douglas

Introduction

This policy is referred to on our website and is available on request from the school offices. We inform parents and carers about this policy when their children join our school and through our school newsletter and wider communication. It forms a key part of new staff induction.

This policy will be reviewed in full on an annual basis. This policy was last reviewed in September 2025. It is due for review in September 2026.

Implementation

It is the responsibility of the **Governors** of the Federation to ensure that the behaviour policy is followed in the school. The Governors must make and review a written statement of general principles to which the Headteacher must have regard in determining any measures to promote good behaviour and discipline. Before making this statement, the Governors must consult the Headteacher, other paid and unpaid members of the school workforce (as deemed appropriate by the Governors), pupils of the school, parents of pupils at the school and school partners. The statement of General Principles will include respect, fairness, social inclusion, tolerance, equality, improving outcomes for all pupils, eliminating all forms of discrimination, harassment and bullying, promote welfare of all pupils and good relations across the school community. Vulnerable pupils, including looked after children (Children in Care), children with SEN, physical or mental health needs, will receive behavioural support according to their need.

The **Headteacher** must determine measures to be taken with a view to promoting, among pupils, self-discipline and proper regard for authority, good behaviour and respect for others on the part of pupils and preventing all forms of bullying among pupils. The Headteacher must make sure that the standard of behaviour of pupils is acceptable and that pupils complete any tasks reasonably assigned to them in connection with their education.

Staff will treat all pupils equally, irrespective of gender, race, religion or disability. They will play an active part in building up a sense of community and will apply the agreed standards of behaviour consistently. They have a responsibility to model the type of behaviour felt to be acceptable and will endeavour to label the behaviour and not the child, e.g. 'that was unkind', not 'you were unkind'.

Children can expect to feel safe and secure and learn in environment that is free from disruption. Their achievement academic or otherwise, to be recognised and celebrated. Rewards will be accessible to all pupils (these are never taken away). Celebration Collective Worship will be used to acknowledge achievements and foster a sense of community.

Parents will be expected to work in partnership with the school to ensure high standards of behaviour. They should help the children to understand the School's golden rules and the need for rules in society. They will support the School's systems of rewards and sanctions.

Definitions

Developing a shared use and understanding of language is essential. For the purpose of this policy and to support and manage behaviour the following language is used:

- **Behaviour**: the external and observable actions/responses of individuals.
- **Behaviour that challenges**: typically, behaviour that interferes or interrupts the learning and routines
- **Behaviour that harms**: typically, physical or verbal aggression/threats towards others; discrimination; bullying/cruelty/destruction of property; harm to self; extreme impulsivity
- **Behaviour support**: guidance/instruction or teaching to reinforce or set desired behaviour to maintain a safe and positive environment for all.
- **Behaviour for learning**: emotional, social and cognitive skills and habits to enable children to learn effectively
- **Behaviour intervention:** specific actions or words to prevent behaviour escalating
- **Conduct**: the way in which a person behaves in a particular place or situation
- **Disruption:** actions or words that stop the normal function and operation of the school
- **Dysregulated behaviour:** observable (typically) actions or words which indicate difficulty with managing emotions or responses.
- **Inclusion:** practice that creates an environment where everyone feels valued, respected and welcome with an equal opportunity to contribute, be represented and heard.
- **Misconduct**: Disruption in lessons or in the wider school environment, refusal to follow instructions; unsafe behaviour which may or has caused harm.
- **Parents**: those who are or act as a parent to a child
- **School**: any of the three schools in the Pathfinders Federation
- **Serious Misconduct**: Bullying, discrimination, sexual harassment, vandalism, theft, physical aggression, possession of prohibited items.

Aims of the Behaviour Policy

The aim of this behaviour policy is to provide clear and accessible guidance to staff, pupils and parents about the expectations the Federation has for pupil's behaviour. It sets out the way in which positive behaviours will be supported and celebrated and the way in which misconduct will be managed.

We aim to:

- Promote high standards of behaviour and mutual respect which can be understood by different ages and stages.
- Ensure safe, respectful and consistent behaviour management and intervention across all settings.
- Support pupils to develop self- regulation, discipline and personal responsibility through our culture and ethos, adult modelling, the curriculum and when necessary, bespoke intervention.
- Foster a highly inclusive school culture that values diversity and prioritises positive and respectful relationships
- Promote basic British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance for those with different faiths and beliefs

We believe that children can thrive when:

- Have their basic needs met (shelter, food, water and warmth).
- They feel safe secure and welcomed in their learning environment.
- Individuals feel they and their family belong.
- Teaching and learning are adjusted to meet need as far as is reasonably possible.
- They can articulate their feelings/needs and adults respond with care.
- They know what is expected and where to get help.
- They are supported to cope with failures, challenges and set-backs and understand that this part of their development which continues throughout adult life.
- They learn and play in an environment that is free from discrimination.
- Their families and school work in partnership.

Principles and Beliefs

"What we permit, we promote"

It is our belief that a positive behaviour ethos and culture is achieved through a principled, consistent and shared approach which:

- Aims for schools to be a secure base to enable children to be successful learners (Bowlby's Theory of Attachment)
- Uses unconditional positive regard as a first approach for supporting behaviour
- Is underpinned by the principle that behaviour is communication
- Responses of adults are always, **reasonable, proportionate** and/or **necessary** to maintain the physical and psychological safety of the child, others or the physical environment.
- Routinely communicates the highest expectations of behaviour from all pupils as soon as they enter school
- Ensures that all adults, whatever their role in school, set a good example in the way they treat children and other adults
- Meaningfully involves pupils in creating class rules and codes of conduct annually which are developmentally appropriate consistency across key stages and help children to face uncertainty and change
- Explicitly teaches behaviours for learning
- Involves parents by clearly communicating policy and expectations
- Positively recognises and rewards those pupils or groups who demonstrate exceptional or significantly improved behaviour
- Makes use of routines, PSHE lessons and RSHE to support behaviour management and personal development
- Creates a positive partnership with parents to encourage their support when dealing with the issue of misconduct
- Support and/or prompt intervention where there is poor conduct so it is clear it will not be tolerated and what is expected
- Attempts to identify and address any underlying causes of dysregulated behaviour
- Focuses on the behaviour and not the child always avoiding humiliation
- Manages intervention sensitively and discretely as far as is possible
- Ensures that pupils know that there are inevitable consequences when things have gone wrong and they will be expected to put things right when appropriate in a reasonable and proportionate way.

Objectives

Children are entitled to be taught and be able to learn in a respectful and comfortable environment free from disruption. To this end all members of the school community will show respect for one another and will model positive behaviour and promote the development of children's social and emotional development and behaviour.

Golden rules

These rules are simple, memorable and actionable in different context. Staff are expected to know them by heart, model them and promote them by noticing, reminding and expecting them to be enacted. Staff will actively teach children what these behaviour look like in different context.

- We are ready
- We are respectful
- We are safe

Children are expected to know them and show how they use them in the day-to-day life of the school, including in the classroom, outside, during special events, after and before school, during clubs , fetes and school trips.

These rules are underpinned by the core values of love, trust, honesty courage and respect.

Through consistent application of these golden rules, values and through our behaviour curriculum we believe and intend that children should develop:

- self-confidence and self-regulation

- resilience
- understanding and consideration towards others
- pride in themselves and their school
- an enduring interest in learning
- independence and responsibility for their own learning as appropriate for their age and stage
- a sense of fairness and equality, respect and tolerance
- personal responsibility for their environment and a determination to succeed.

What will school do to teach and support children

Zones of Regulation

Emotional regulation is critical factor in a school setting. Using the clear framework and supporting resources of 'The Zones of Regulation' children learn to understand and manage their internal states. Each class should have a clear display and resources to ensure the concept of the Zones are concrete and accessible.

Restorative Practice

In maintaining a school community where behaviour is respectful and safe and where everyone is ready for learning, adults will adopt and employ a restorative approach when responding to behaviours that challenge or harm. If this behaviour occurs, staff will help the children learn from this. Like anything, good and better behaviour can be learnt, and every opportunity will be taken to enable this.
The key principles of Restorative Practice are:

- It focuses on harm caused and actively seeks ways of repairing that harm
- It gives everyone the opportunity to state their views in controlled and managed environment , to listen to others and acknowledge each other's opinions
- Its process is fair, open, and honest and treats all participants with respect
- It allows all participants to engage, learn and gain a shared understanding
- It leads to accepting responsibility, reparation, reintegration and a change in behaviour.

For restorative conversations staff involved may use a script (**see Appendix 1).** All staff are trained in a restorative approach to behaviour and have undergone training that looks at how best to create a nurturing environment where children and adults feel safe and respected, and where responses to all behaviours are responded to in a predictable, consistent and relentless manner. This training has drawn upon typical behaviours that harm and challenge so that staff and children could contribute.

Adult Behaviours

The adults in school need to model exemplary behaviour as 'children do what children see'.
This means staff will:

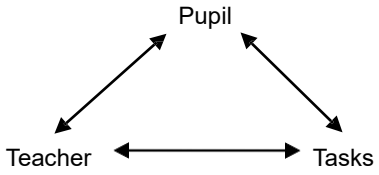
- Greet children warmly in the morning as they enter the classroom/playground
- Be kind; respect what the children have to say and take an interest in their lives outside of school • Be as ready as possible for the day
- Provide a well organised an invitational environment
- Address the children calmly and only use a raised voice to alert people to danger or to draw attention, especially if far away
- Be consistent so that pupils get the same responses wherever they are and whomever they are with
- Work together as a team to celebrate good and better behaviour and address behaviours that challenge or harm
- Be humble and admit when they've made a mistake
- Endeavour not to shame a child by 'publicising' misconduct
- Conduct themselves in a professional manner so that children feel safe and secure in their presence.
- Use appropriate professional language to describe observed behaviour and avoid use of slang/emotive descriptions which can label children i.e. 'kicking off' 'On one' 'Troublemaker' 'wrecker'

Classroom practice

At the beginning of each year the class teacher and adults working in the class will establish the routines and expected behaviours with their class – these will adhere to the principles and values set out in this policy. These routines and expectations will be rehearsed relentlessly to provide a calm and secure learning environment where all children can thrive, contribute, and flourish. There is an expectation that these are applied consistently across all classes in the federation. This approach reduces the cognitive load for children and enables all staff to support one another in different schools and classes.

Staff will pay heed to the relational approach between them, the child and the learning tasks recognising that adaptation may required depending on individuals, context or content.

The Learning Triangle



(H.Geddes; 2012)

Expected behaviour is actively promoted through use of language e.g. 'I can see Lilly is ready as she has her pen and is looking this way.' 'Thank you for moving in a bit, Tyler, so that Chris can walk by, that's really respectful.'

Recognition charts are used to exemplify and promote behaviour that is expected and celebrated if it is 'over and above.

Staff aim to not 'overly reward' expected behaviour as this may give the unintentional message that it is exceptional rather than expected. This approach needs to be adapted for children who have a specific need or developmentally have a greater need for extrinsic/explicit praise to develop good habits.

Voice and Volume

The classroom environment can be a busy and overwhelming space for some children. Teachers and supporting adults will be clear about expected behaviours for different learning activities. This may include using a 'Voice code' and instructions for moving around class or remaining in seats.

Silence – for thinking hard and individual work
Paired voices – shared work/thinking, group work
Class voice – to answer or speak to/address whole class
Outdoor – for larger group/PE activities

Use of a STOP signal

All staff use a STOP hand signal to get immediate attention in class. This is rehearsed and children are supported to respond appropriately. The STOP signal means:
Voices off
Equipment down
Attention to the speaker until next steps given.

Staff may choose a 321 countdown to STOP signal. We do not use longer more complicated instructions when requiring whole class attention as this can create greater confusion and can be harder to process for neurodivergent individuals.

Exiting the class

Children must seek permission from the adult to exit the class during sessions. There may be exceptions if children have Positive Behaviour Support plans or medical needs. Exiting without permission will result in a consequence proportionate to the situation.

Strategies and Rewards

We encourage and support good behaviour in a wide variety of ways, depending on the age of the child. We aim for children to develop intrinsic rewards from being successful through effort and attitude. This means that the system for rewarding is often subtle, for example:

- Acknowledgement from staff – this is the primary reward and may include bei9ng sent to another colleague or a member of SLT
- A phone call or email home
- Public acknowledgement – a child may hear a member of staff hear tell a colleague about something special they have noted about a child
- Headteacher/class stickers
- Whole class awards e.g. class dojo, marble in the jar, ping pong ball etc
- Special celebration assemblies
- Comments at parent consultations which focus on behaviour and attitude to learning
- Records of achievement/end of year report comments which reflect on behaviour and attitude to learning

When things go wrong

It is inevitable that in schools, children and even adults, will get things wrong. We empower all staff to manage behaviour that challenge so that there is not the unintended consequence of children behaving for certain or

preferred adults. At Pathfinders Federation all staff take responsibility for managing behaviour. Senior Leaders will support and intervene if required or if colleagues feel support is necessary or escalation to harm is likely.

When things do go wrong the Pathfinders Federation uses a 'Pause, Reflect, Repair and Restore' approach. The PAUSE phase enables children the best possible chance to self-regulate or to have co-regulation with an adult. This is so that they are able to REFLECT using the rational part of their brain to enable them to consider how to REPAIR and RESTORE. It is important that children understand personal responsibility and accountability, and we expect families to support this. Failure to do this can be harmful for children's longer term developmental as it may result in 'emotional fragility' and lack of understanding of the basic British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance for those with different faiths and beliefs. We know, accept and expect children to make mistakes and that it is important for them to develop emotionally; they can can reflect on their actions or behaviour and repair what has gone wrong. This helps children to be resilient and to RECOVER.

Consequences of behaviour breaches are an opportunity for children to learn from what has happened and as far as is possible, relate to what has happened. **(see Appendix 2)**

Universal strategies

- Clear use of language should state what is expected and what must stop.
- Use of non-verbal cues to redirect the children towards their work, board, book, activity etc. • Use a calm tone of voice to state "... is not appropriate. In our school we ..."
- Move the child to a table/space/carpet tile to continue their work alone.
- Calmly re-state the instruction, such as "You need to sit on this chair, ready to learn, thank you" (Be clear that this is not a request, it is an instruction.)
- Tactically ignore behaviour (It is vital that tactical ignoring is used for some attention seeking behaviours. Adults must be ready to provide suitable acknowledgement when the child decides to comply). – Note – We cannot ignore behaviours which are dangerous to others of themselves.
- Give the child reset time so that they can re-focus before re-joining the lesson. Reset time- this should be limited to a few minutes only and is to be used for the child to take a short break away from the activity. It could be to calm, to go for a drink, to do an errand supporting the reset.
- Withdrawal- i.e., reset time in another class for no longer than 5 minutes. This is always under supervision and could be used to help a child reset, but the time away from a task may need to be made up later.

Procedure

Step 1

Most misconduct is behaviour that challenges and should be managed by the person with the child at the time of the incident unless impractical to do so or it is deemed support is required. A consequence should be delivered in a timely manner.

- Use universal strategies
- Staff can use the consequence of supervision and restorative conversations delivered in the child's own time i.e. at playtime outlined in Appendix 1
- Using the supervised restorative time in an agreed place in each setting – if staffing available during break times
- Use appropriate consequences outlined in Appendix 2
- Expect learning requirements for the individual child to be completed
- Consider the need to inform families

Step 2

If the behaviour is repeated:

- Repeat Step 1
- Ensure the child understands and explicitly rehearses expected behaviour
- Consider tracking behaviour to identify the function of the behaviour; consult with SENDCo and/or senior staff – see Norfolk Steps resources
- Share concerns with families

Step 3

When behaviour is either causing significant and sustained challenge or is causing harm:

- Prioritise the safety and wellbeing of all i.e. removing from class
- Raise concern with senior leadership or ask for immediate support from a senior member of staff
- Use Steps resources to identify patterns and establish the possible functions of the behaviour
- Create PBSP in consultation with SLT/SENDco (where relevant)
- Meet with family to consult and inform

- Set manageable timescales to review plans

Step 4

When behaviour has caused significant harm or there has been a very serious incident Step 4 may be used without using Step 1-3.

- School leaders informed of ongoing or significant and serious breach to behaviour code.
- Senior leaders inform families and request meeting
- Norfolk SEND and Inclusion line is called
- Planning put in place to manage next steps
- This may involve suspension/exclusion or seeking specialist placement

Senior Leaders will be informed of any behaviour that has harmed or of persistent breaches to conduct so that planning is put in place to address the behaviours. Parents will be notified and informed usually by the class teacher of significant or consistent breaches to the behaviour policy. This would normally be at the end of the day, either face to face or via email unless more serious and other action such as suspension or exclusion is being considered.

Persistent/significant and serious breaches are recorded on the management information system CPoms.

The beginning of every session indicates a fresh start for the pupils; we avoid referring to inappropriate behaviour from an earlier sessions or previous days unless it is to help children self-regulate.

See appendices for record keeping process and guidance.

Play/unstructured time/Lunchtime

In the playground or in the hall, the first time a rule is broken, a verbal reminder will be given to the child to state expected behaviour. The universal steps can be applied. The second time a rule is broken, the child will be asked to walk/sit with the adult on duty for five minutes. On the third occasion the child will be reported to their class teacher. If the behaviour is sustained and has caused harm or significant disruption this will be reported to immediately to a member of the Senior Leadership team.

Persistent/significant and serious breaches are recorded on the management information system Cpoms.

In exceptionally serious cases suspension or permanent exclusions would have to be considered (see below). The procedures followed will be those recommended by the Local Authority. Exclusion will only be considered for disciplinary reasons, in response to serious or persistent breaches of this policy and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others within the school.

The following are examples of unacceptable behaviours/conduct; it is not possible to give provide examples of every type of behaviour as each child and context is different.

Behaviours that challenge:

- Refusal to follow reasonable instructions
- Walking around the class/ refusal to sit in allocated space
- Shouting/calling out
- Making noises to distract
- Constant talking
- Emotional outbursts
- Disrespectful language or responses
- De-facing own work
- Defiance
- Misuse of resources
- Leaving without permission
- Refusing to do tasks/activities
- Disrupting games in the playground
- Going inside from the playground without permission
- Using spaces outside without permission

Behaviours that harm

- Physical aggression – hitting/kicking/biting/shoving
- Physical threats – uses equipment or gestures
- Verbal aggression – swearing, shouting insults

- Any discriminatory conduct
- Bullying/intimidation including use of cyber bullying
- Spitting – directly or indirectly
- Swearing or foul/offensive language
- Destroying or attempting to damage property
- Significant disruption to school operations
- Self-harm or risk of harm to self (i.e. Punching walls)
- Using equipment as weapons or missiles
- Stealing
- Damaging other people's property

Staff should draw on their experience and consider all the skills they have when dealing with misconduct. Use of the 'de-escalation script' and appropriate consequences provide support and guidance to ensure adult responses are always reasonable proportionate and necessary. (see Appendix 1 for scripts and guidance). These approaches ensure emotional and social aspects of learning are considered and deployed during de-escalation. Staff should also appreciate that pupils may sometimes require 'space' or reset time. This should be identified in behaviour plans for children who regularly struggle.

Bespoke approaches for individual support

For the majority of pupils, our behaviour expectations are manageable and create secure conditions in which they can thrive. For some though, daily life in school can be a challenge and they may frequently display behaviours that are challenging or harmful. We work very hard to provide these individuals with support so they can learn how to behave in a more pro-social way. These pupils may require a Positive Behaviour Support Plan (PBSP). PBSPs detail extra information regarding how staff should respond to behaviours and what we expect from the children for whom the PBSP is written. This will help everyone know what is required for that child to develop new behaviours that reduce levels of challenge and harm and aid consistency. This will be written by the class teacher with support from the SENDco or Senior Leaders when necessary. This extra level of support is needed for very few pupils but is used to ensure that everybody has the chance to succeed. The plan is also presented in a format that is accessible to children in a 5-point visual plan format. This helps them to manage their own responses and regulation. The child and families will be consulted and invited to contribute. We aim to work in partnership and use the expertise/knowledge of the parent. However, the school has the right to put in place a PBSP even the parent does not consent. This will be recorded as parental decision on the plan.

Working with external agencies

As part of the planning and support process, it may be deemed appropriate to seek advice and support from external agencies who can provide expertise and support for the school, child or family. The SENDco will provide the lead for external support. Information sharing protocols should be adhered to.

At times, dysregulated behaviour may be linked to issues which may need to be considered by the Safeguarding leads for the school and may result in consultation with the Local Authority Children's Advice and Duty Service (CADS).

Special Educational Needs and Disabilities behaviour statement

If the child has a recognised need or EHCP, we must ensure that we are meeting the set requirements for the pupils. At Pathfinders Federation we do this by:

A whole-federation inclusive ethos

- **High expectations**: This policy sets high, but appropriate, expectations for all students, with an understanding that some may need additional support to meet them.

- **Calm and safe environment**: creating a supportive atmosphere where all students feel safe and have a sense of belonging.

- **Clear expectations**: these are clearly communicated and understood by staff, students, and parents.

2. Proactive and preventative support

- **Early intervention**: school leaders and the SENDco provide information, training and guidance for early identification and support for pupils who may be at risk of behaviour difficulties.

- **Targeted support**: This can include specific interventions for students with additional needs, such as movement breaks, adjustments to seating plans, or specialised training for staff on specific conditions like autism.
- **Functional Behavioural Assessment (FBA)**: For more complex or repeated behaviours, schools should use an FBA to understand the function of the behaviour and develop a specific behaviour support plan (BSP). At Pathfinders we use approaches and resources from Norfolk Steps.

3. Fair and proportionate use of consequences or sanctions

- **Consideration of SEND**: When considering consequences staff must consider whether the pupils SEND has contributed to the misbehaviour and whether the consequence is appropriate and lawful. Advice and guidance should be sought from senior leaders and the SENDco if this is not part of an agreed plan for the child.

- **Proportionate consequences**: These must be proportionate and reasonable. A range of consequences should be available, with an escalation process that takes a pupil's age and needs into account.

- **Restorative practices**: The policy emphasises strategies to repair harm and support children in understanding the impact of their actions.

4. Effective systems and communication

- **Staff training**: All staff, including support and administrative staff must receive training on understanding behaviour issues, de-escalation techniques, and the needs of pupils with additional needs and disabilities.

- **Monitoring and evaluation**: This policy includes procedures for monitoring incidents and sanctions to identify patterns or disproportionate impacts on students with SEN or other protected characteristics.

- **Liaison with parents and external agencies**: The federation of schools actively involve parents in implementing the policy. There are clear procedures for working with outside agencies when children require external support.

5. Links to an Education, Health and Care (EHC) plan

- **Securing provision**: If a student has an EHC plan, the school must ensure that the provision set out in the plan is secured.

- **Reviewing provision**: The annual review of an EHC plan is an opportunity to discuss whether the provision continues to meet the student's needs and to adjust support accordingly.

Use of Reasonable Force

Norfolk Step On Step Up

While 'Norfolk Step On and Step Up' does include training on Physical Intervention (Step On) and further Restrictive Physical Intervention (Step Up) techniques, its primary function is to encourage a therapeutic approach to behaviour in school. Many of the terms used in this policy derive from the school's Steps training and the restorative and therapeutic approach to behaviour we advocate. Using consequences instead of punishments; fostering an ethos built on positive regard and recognition rather than one on 'public' shaming; learning and being taught pro-social behaviours rather than reacting only to the 'bad'; de-escalating and disempowering behaviours that challenge and/or harm rather than giving it more fuel, are all key components of 'Steps' and are instrumental in everything we do.

As outlined in the Department for Education's guidance: 'Use of Reasonable Force – Advice for headteachers, staff and governing bodies' (July 2013), all staff in school are lawfully allowed to use 'reasonable force' to guide or restrain pupils should it be deemed necessary. Reasonable is defined as 'no more force than is needed'. All staff are trained in the use of physical intervention and when/if the need for more restrictive physical intervention (RPI) is deemed necessary, further training is putting in place for key staff from trained and certified staff. The use of RPI is very rarely required. If restrictive physical intervention has taken place or it is viewed as possibly being necessary for a particular pupil, a PBSP will be created for that pupil where it is clearly stated that RPI may need to be used. This would only be needed if a pupil is at risk of causing significant harm. Harm is defined as:

• Harm to self
• Harm to others
• Damage to property
• Loss of learning (for others).

This would be recorded on Cpoms and shared with families as soon as practicable to do so.

Absconding on the premises

If a child leaves their allocated place of learning without permission and fails to return or follow instructions to be safe, they will be expected to carry out the learning that have missed in their own time or at home. If this behaviour is habitual and sustained and staff are unable to carry out their professional duties or are required to alter the operations of the school this may result in suspension or ultimately permanent exclusion.

Absconding from the premises

If a child leaves the school premises without permission, staff will monitor the child's location and safety, wherever possible, usually from a distance and quietly to prevent further dysregulation. If the child does not return or respond within 5 minutes parents will be informed. The police may be contacted to inform them of the danger to the child. If this behaviour is habitual and sustained and staff are unable to carry out their professional duties or are required to alter the operations of the school this may result in suspension or ultimately permanent exclusion.

Searching a child

Staff may search a child for any item which the staff deem inappropriate, dangerous or which may adversely affect the welfare of themselves or another. The headteacher may authorise staff to search children or their possessions, without consent. School staff can seize such items found as a result of the search and will take appropriate action. The following items are prohibited items:

- **Weapons:** Knives, blades, guns, and any other articles that could be used to cause injury.
- **Drugs and alcohol:** Illegal drugs and alcohol
- **Items that cause damage or disruption:** Fireworks, pornography, lighters, matches, and items like laser pens or stink bombs.
- **Hazardous materials:** Strong chemicals, acids, bleaches, and hair dyes.
- **Tabacco and Cigarette papers:** Strong chemicals, acids, bleaches, and hair dyes.
- **Stolen items** • **Pornographic images or images that are use to stir hatred**

Other banned items include:

- **Electronic devices*:** hand-held games • **Personal games/toys and sports equipment –** Unless part of an agreed plan or event

* **Mobile phones –** must be handed in on entry to school and or not permitted for use during the day.

Bullying

Bullying in any form will not be tolerated in this school. All bullying incidents will be dealt with promptly by staff according to our guidelines. All children have a right to learn in a safe, caring, supportive environment without any fear of bullying. We define bullying as 'a deliberately hurtful behaviour, often repeated over a period, with intent to cause pain or distress to another or others. Prejudice-based bullying is unacceptable and will always be challenged.

The four main types of bullying are:

- Verbal (names, personal remarks, threats, malicious notes, graffiti)
- Indirect (rumours, ignoring, isolating, excluding)
- Physical (pushing, poking, hitting, kicking, damage, theft)
- Cyberbullying/emails, texts

To prevent bullying teachers will raise the issue with children in PSHE and RHSE lessons. Children will be taught to say 'I don't like it', and tell a member of staff, when they feel intimidated, bothered or threatened. Children will be made aware that any bullying is taken very seriously and that their worries will be listened to and dealt with.

Relevant staff will be made aware of any bullying as soon as it starts. If they notice any bullying behaviour they will intervene immediately at the first sign of intimidation, and report to the Headteacher straight away thereafter.

A log of all bullying activity will be kept on CPoms and followed up by the Senior Leadership Team, parents will be involved in resolving the problem and offered support if appropriate.
Proven incidents will always be communicated to the Governing Body as a confidential item at their full meeting and an annual report to Governors will be produced.

The consequences and sanctions for bullying will be considered on a case-by-case basis and ensure that the perspective of the victim is considered. Typically, the 'perpetrator' will be expected to repair the harm and sustain behaviours and conduct that ensure the victim feels safe. Consequences may include:

- Withdrawal from class activities (work carried out in a separate part of the school)
- Withdrawal from lunch and playtimes
- Directed seating arrangements in class
- Active engagement in actions to restore trust and repair harm i.e. letter writing, restorative group work
- Meeting with the victim and families to restore trust
- Their parents will be informed that their child is using behaviour deemed as bullying.

It is important to consider the needs of the 'perpetrator' and consider the drivers of the behaviour and any risks to that child i.e. peer pressure, negative influence of family to overpower or discriminate against individuals, possible victims or subject to abuse. There is an expectation of staff managing the bullying to be professionally curious about the circumstances for the 'perpetrator'. This is not to provide an excuse for the bullying but, moreover, to identify and put in place intervention or support to prevent further incidence and when necessary to protect this individual.

Child-on Child sexual violence and sexual harassment

We recognise that children are vulnerable to physical, sexual, and emotional abuse by their peers or siblings. Abuse perpetrated by children can be just as harmful as that perpetrated by an adult, so it is important for all staff and volunteers to remember the impact on both the victim of the abuse as well as considering support for the child or young person exhibiting the harmful behaviour. We understand that abuse can occur in intimate personal relationships between peers; and that consensual and non-consensual sharing of nudes and semi nudes' images and/or videos (also known as sexting or youth produced sexual images) is a form of child-on-child abuse. We understand, that even if there are no reports in our setting it does not mean it is not happening; it may be the case it is not reported. We recognise that pupils may not find it easy to tell staff about their abuse and can show signs or act in ways that they hope adults will notice and react. In some cases, the victim may not make a direct report, and this may come from a friend or a conversation that is overhead. Such abuse will always be taken as seriously as abuse perpetrated by an adult and the same safeguarding children's procedures will apply in respect of any child who is suffering or is likely to suffer significant harm.

Following any report of child-on child sexual violence or harassment offline or online, we follow the principles set out In KCSIE September 2026 (Part 5):
Keeping children safe in education 2026: September 2026

Management of allegations or reports of sexual violence or harassment will be aligned to our safeguarding policy.

We have a 'zero tolerance' approach to sexual violence or harassment. All staff working with children are advised to maintain an attitude that 'it could happen here' and this is especially relevant for when considering child-on child abuse.

Sexual violence and harassment can occur between two or more children of any age and sex including primary schools. It can also occur through a group of children sexually assaulting or harassing a single child or group of children. It can exist on a continuum. Harassment, and violence may overlap. It can occur online and face to face.

We actively challenge the minimising of intended harm by passing over behaviour/actions as by any staff member /child or parent as:

- banter
- just having a laugh
- all part of growing up
- 'boys being boys'
- just teasing/joking
- someone 'being too sensitive'
- 'they always do that'
- it was meant as compliment
- 'I'm a touchy-feely person'
- 'they were asking for it'
- they didn't tell me to stop'
- 'it was just a game'

To allow these narratives to prevail leads to an unsafe culture whereby unacceptable behaviour is accepted as normal, thus preventing individuals from seeking help and being protected. By tackling and upholding a zero tolerance approach to harassment we are more likely to prevent children becoming victims or perpetrators of sexual violence.

We recognise and acknowledge girls are far more likely to be the victims of sexual violence or harassment and statistically it is more likely it will be perpetrated by boys. Children with disabilities are also far more vulnerable to be abused than their peers.

When referring to sexual violence and harassment we use the definition laid out in Keeping children safe in education 2026: September 2026 (para 455-458).

Children in our schools will be taught, in an age developmentally appropriate way, to recognise these behaviours and that it is safe to report in school. The management of cases will be led by the Designated Safeguarding lead and/or the Executive headteacher. Ultimately, any decisions are made on a case-by case basis, with the designated safeguarding lead/Exec head teacher (or a deputy) taking a leading role and using their professional judgement, supported by other agencies, such as local authority children's social care and the police as required.

It is important that all staff know that they **must not copy, print, share, store or save an imagery** reported linked to children under the age of 18 sending or posting sharing nudes and semi nudes as this is illegal.

Sharing nudes and semi-nudes: how to respond to an incident (overview)

This type of incident would immediately be reported to the DSL/Executive headteacher having reassured the child and explained the need to report so the child can get support and help.

Exclusion and Suspension

Pathfinders Federation is a fully inclusive group of schools that welcomes all children and families. Its primary purpose is to ensure that children feel welcome and included with a strong sense of belonging and make good or better progress academically and are as ready as possible to contribute respectfully and safely to wider society to the best of their abilities. However, despite our school's best endeavours to include children in a fully rounded education, if a child demonstrates behaviours that persistently challenge or harm, it can result in a suspension or permanent exclusion. Reasons for suspensions or permanent exclusions can be:

- Serious physical assault against a pupil or adult
- Serious verbal abuse/threatening behaviour against a pupil or adult
- Bullying including cyber bullying
- Sexual misconduct
- Drug and alcohol related incidents
- Damage
- Theft
- Discrimination
- Persistent disruptive behaviour

There maybe other reasons that are not included in this list but are deemed serious enough to be harmful for or dangerous for the safe operation of the school. School leaders are required to carefully balance the needs of the individual child and that of the wider school community.

The use of suspension and exclusions are rare and a last resort while this list is not exhaustive, we take great care to consider each incident in isolation. We strongly feel that the best place for a child is in our schools and will only consider permanent exclusion if all other avenues have been exhausted.

Internal Exclusions

This is where school leaders remove children's access to their normal routine and location in school for sessions, half or whole days. It is a school leaders decision as to whether this step may be more appropriate than a formal suspension. It would be recorded as an action on CPOMs and parents would be informed. This option is not always used prior to suspension, and each child/case is subject to consideration by school leaders. There may be times when staffing levels do not allow this to happen as a safe and meaningful/manageable option.

Suspension procedure

If a decision to suspend is made the following procedure will be followed:

- The child will be excluded; normally this is for a period of 1 - 5 days depending on the incident.
- Parents, guardian or carers will be notified immediately by telephone (by the end of the school day at the latest) and told that exclusion will take effect from the following morning or session.
- A formal letter will be sent outlining the reason for exclusion, the exclusion process and details of procedures they may wish to adopt e.g. appeals procedure.
- The Governing Body, via the Chair of Governors, will be notified at the time exclusion is decided or as soon as practically possible.
- The Local Authority will be informed.
- The school will also work to put in place a support plan for the pupil for his or her return.
- Staff at the school, parents, other agencies, the attendance service and, if deemed appropriate, the child, will all be consulted and involved in drawing up the support plan.

If the incident is linked to a safeguarding issue, the school will refer to the appropriate agency and continue to monitor the situation and work closely with that agency.

It is hoped that in most cases following suspension, the child will be able to return to school with a more positive attitude and a subsequent understanding and support of how to improve or regulate their behaviour.

A reintegration meeting will take place with the child and family using the Norfolk LA reintegration template.

Permanent Exclusion procedure

The school follows the Local Authority and national guidance when consideration is being given as to whether the breach to the behaviour policy is so serious that it may result in permanent exclusion. Parents must be informed that this is a possibility whilst the matter is being investigated. The incident should be reported to the Norfolk SEND and Inclusion helpline (0333 313 7165).

Protected pupils

Some groups of children are protected by law from unfair treatment in terms of exclusion.

Pupils with special educational needs: Guidance is that schools should avoid permanently excluding children who have a statement or EHCP, other than in the most exceptional circumstances. This includes those undergoing assessment for an EHCP. The school does, however, have a duty of care towards the health and safety of other pupils and staff. The Headteacher must take all evidence into consideration when deciding to suspend or exclude a pupil with protected characteristics.

Disabled pupils: Schools have a duty under the Disability Discrimination Act 1995 not to discriminate against pupils by excluding them from school because of behaviour caused by their disability. Discrimination is seen as occurring where a disabled pupil is treated less favourably than other pupils for a reason relating to their disability, without justification.

Discrimination: This can also occur where a school fails to take reasonable steps to ensure that disabled pupils are not placed at a substantial disadvantage compared to their non-disabled peers.

Pupils from racial minorities: The law places specific duties on schools to ensure they do not discriminate against pupils on racial grounds. Schools should monitor and analyse exclusions by ethnicity to ensure they do not treat some groups of pupils more harshly than others. Schools are required to assess whether policies that lead to sanctions, including exclusion, have a disproportionately adverse impact on pupils from particular racial groups. If an adverse impact is identified that cannot be justified, then the policy and practice should be reviewed.

Children in care: Exclusion of children in care should be an absolute last resort. Before exclusion schools, in conjunction with the LA, should first consider alternative options for supporting the child. No child in care should be excluded without discussion with the LA.

Staged returns to school

Following a fixed term exclusion families may request a staged return of a child into school as mechanism to establish positive behaviour and to reduce the risk of further suspensions. If this is a suitable course of action agreed by school leaders it should be noted in the PBSP and the ‘Build up timetable’ plan should be completed and returned to the Local Authority. However, the school recognises that this type of arrangement is one which can only be entered into voluntarily wait the request of the child’s parents. If the headteacher agrees the re- integration plan will be carefully staged and monitored by the Headteacher/SENDCo.

Exclusion at lunchtime

All parents and children should be made aware that inclusion in lunchtime is dependent on the school’s ability to reasonably supervise children. If a child regularly presents behaviour difficulties which cannot be regulated by normal school consequences/guidance and support, the Headteacher must consider implementing lunchtime exclusion. Prior to implementing exclusion the Headteacher will warn the child and will write to the parents expressing the school’s concerns.

Dealing with allegations of abuse against staff

In response to an allegation, staff suspension is only justifiable if there is no reasonable alternative. Allegations that are found to be malicious are not recorded on personnel records. In the case of an allegation, the Headteacher must be informed immediately (or the Chair of Governors or other senior staff). They will inform the LADO and provide support for the staff member facing the allegation. When there are repeated patterns in children falsifying allegations, a risk management plan will put in place to support the child to understand potential harm and to protect colleagues from the related psychological impact of false allegations.

Equality impact statement

We have considered the positive or negative impact this policy may have and its potential to cause unlawful direct or indirect discrimination, or whether any opportunities to promote equality have been missed. During the formation of this policy, we have considered the duty to promote equality of opportunity and good relations.

Monitoring arrangements

School leaders use the monitoring schedule to monitor the effectiveness of this policy. Incidents recorded on CPoms are analysed to inform behaviour priorities and any patterns or issues relating to discrimination or inclusion. The head teacher reports on behaviour and attitudes to the governing body three times a year in a written report. This report includes data relating suspension and exclusion, incidents relating to discrimination and any emerging themes that may require resource allocation or further external support and training.

Staff well-being

Managing behaviour that challenges and harms can be distressing for individuals. Leaders recognise some of the issues children in our care have may also be reflected in staff homes. Member of staff can ask for supervision to discuss issues they are finding difficult or emotionally challenging. School leader reserve the right to ask any member of staff to attend supervision if they are concerned about the impact behaviour management is having on them.

Complaints Procedure

Complaints to the school about behaviour are dealt with in line with the School Complaints Policy and follows Norfolk County Council Guidance

This policy is written in conjunction with the following guidance and legislation:

Mental health and behaviour in schools; November 2018; Department for Education.
Mental health and behaviour in schools - GOV.UK

Special educational needs and disability code of practice; January 2015; Department for Education and Department of Health.
SEND code of practice: 0 to 25 years - GOV.UK

Teachers standards – Gov.UK
Teachers' standards: overview

Behaviour in schools: February 2024; Department for Education
Behaviour in Schools - Advice for headteachers and school staff Feb 2024

Use of reasonable force advice July 2015; Department for Education
Reducing the Need for Restraint and Restrictive intervention; 27 June 2019; Hm Government
DfE advice template

Suspension and Permanent exclusions from maintained schools, academies and pupil referral units in England, including pupil movement; August 2024; Department for Education School suspensions and permanent exclusions - GOV.UK

Searching, Screening and Confiscation; July 2022; Department for Education
Searching, Screening and Confiscation

Keeping Children Safe in Education; 2026; Department for Education
Keeping children safe in education 2026: September 2026
Education Endowment Foundation: 'What are effective Learning Behaviours – and how can we help develop them in our pupils?'
EEF Blog: What are effective Learning Behaviours - and how can… | EEF

Positive environments where children can flourish; October 2021; OFSTED
Positive environments where children can flourish - GOV.UK

Equality Act 2010; legislation.gov.uk

Human Rights Act 1998; legislation.gov.uk

Education and Inspections Act 2006; legislation.gov.uk

Education Act 2011; legislation.gov.uk

APPENDIX 1

Agreed de-escalation script:

Before a crisis -
'Tell me what's wrong and I will listen.'
I can see you are xxxxxx (name an emotion that seems match behaviour).

During a crisis -
'We are here to help'
'We are keeping you safe'
'When you fell ready….'

'Come with me to your space and I will listen'
'I've noticed you are hot/you have tears/a sad face… are you feeling upset / angry?'

After a crisis –
'I think you may be disappointed / cross / angry. I sometimes feel like this too'.
'Things can get better'

Restorative Scripts

The Restorative Meeting/Conversation Script
The meeting can be conducted while, walking and talking or engaging in activity.

The Script Try and remember 'The Restorative 5':

1. What Happened?
2. What were you thinking at the time?
3. How were you/ XXXX feeling?
4. How did this make people feel? (onlookers, classmates, adults who saw it)
5. How might we make things better for xxxxx /you/Mrs Teacher? (don't push for an apology)

It is critical that you agree what the child is going to do next and if they are unable to engage that the process is repeated (at a later stage for example, next break or lunchtime).

It's key to remember these 5, but additional questions could include:
- What can you do to help put this right?
- How can we make it ok for you to play safely?
- What could you do differently next time?
- What do you think Archie/Mrs Teacher might need?

APPENDIX 2

These examples are not exhaustive and serve to give some consistent baseline expectations with some guiding notes. They have been compiled in consultation with staff and children in the federation to make them contextually relevant. They may be adapted given individual need. Adaptations should be considered as a planned process when it is evident a child requires additional support to understand the contextual behaviour codes.

	Expected behaviour	**When it goes wrong we see…**	**Consequences/Script ideas**

Assembly	1. Walking in quietly in single file 2. Sitting in straight line 3. Legs crossed hands in laps 4. Eyes on the speaker 5. Voices off 6. Responding when asked 7. Respecting collective worship times 8. Respecting different ideas and responses Agreed 9. ways of celebrating achievements	1. Pushing and jostling 2. Swapping places 3. Sprawling around/in other peoples space 4. Deliberately distracting others with facial expressions 5. Talking when not invited 6. Deliberately inappropriate responses 7. Mocking or mimicking others/interrupting 8. Laughing at contributions/pointing or gesturing 9. Deliberately prolonged clapping/booing	1. Practising walking in calmly and apologising. 2. Practise following proximity instructions 3. Practise sitting in the appropriate way 4. Discuss why facial expressions can be distracting 5. My turn; your turn sequence 6. Discuss why inappropriate and rehearse some appropriate responses. 7. As 6 8. As 6 9. Discuss and remind –practise as necessary
Classroom	1. Walking into enter and exit class space safely with permission. 2. Sitting in allocated spaces/places as directed. 3. Using the correct voice code 4. Organised work space 5. Learning based talking during direct teaching times/group work 6. Paying attention 7. Following instructions i.e. SHINE 8. Respecting and being interested in other ideas and contributions 9. Respecting resources and using them well Trying 10. hard 11. Thinking hard – applying effort to learning	1. Running and pushing or leaving without permission. 2. Moving around and not following instructions 3. Shouting out or ignoring request to use the appropriate volume 4. Collecting additional resources/distracting others with objects/throwing objects/not tidying up 5. Frequent off task talk – blatant ignoring of focused subject 6. Distracting others/ not focussed 7. Ignoring instructions 8. Mocking/interrupting and ignoring 9. Deliberate waste or ruining resources i.e. pencil snapping 10. Refusing to work	1. Re-do and practice – straightaway; treat as absconding –link to behaviour plan for consequences (needs individual approach) 2. In your place thank you or we will catch up at playtime 3. Show me how to reply and respond – thank you 4. Discussion about what should be on the table; if you distract others you will not have ….; we tidy our spaces for the next session now or we do it at playtime 5. Show me what you could be talking about; if you distract others you pay back time at lunchtime 6. Discuss need to pay attention; move place to single place; task completed during play/lunchtime or sent home to complete with discussion with family. 7. Remind that that if not following instruction's they will need to have individual sessions to learn to follow instructions. 8. Child to apologise in private to individuals and to show respect to them and to acknowledge how it may have made them feel. 9. Family informed to replace 10. Task completed during play/lunchtime or sent home to complete with discussion with family.
Clubs	1. Following instructions 2. Respecting resources	1. Deliberately ignoring instructions. 2. Deliberate waste or ruining resources i.e. pencil snapping	1. Explain that they will have wait to start activity after others; if constant and deliberate talk to family about whether the club is appropriate. 2. Family informed to replace

	See classroom		
Corridors	1. Walking safely 2. Quiet calm voices 3. Letting adults and younger children through 4. Being responsible for tidiness/picking up litter or coats 5. Using the correct exits calmly 6. Offering help to others	1. Running and pushing 2. Shouting/screaming/overgiddy 3. Pushing passed 4. Throwing or leaving objects in mess 5. Running in and out through the wrong doors/hiding 6. Ignoring something that might be difficult	1. Re-walk the corridor until appropriate 2. Re-walk showing calm indoor voices. 3. Model and then - Let's do that again 4. Please can you stop, look after our school and pick up xxxxx 5. You need to go back and use the correct entrance exit – thank you. Hiding – if we don't know where you are it is unsafe – we will practice being safe in the corridor and listening to instructions. 6. X please could you stop and help X - thank you, they will appreciate that.

Dining hall	1. Entering quietly and calmly 2. Selecting place and sitting in own space feet on the floor 3. Eating politely trying to use knife and fork 4. Indoor voice – quiet and calm 5. Hands up to politely ask for help 6. Waiting for permission to leave 7. Keeping table clean and tidy 8. Only eating own food	1. Running and pushing 2. Refusing to sit in a place 3. Throwing/messing with food/using cutlery as weapon 4. Shouting 5. Moving around leaving seats/shouting 6. Exiting without permission 7. Deliberately spilling and spreading mess 8. Grabbing or stealing other peoples food	1. Re-walk into the hall until appropriate calm is shown 2. Remind and warn that in future lunch breaks they will be given a place to practice sitting in every day. 3. Remind and model/help as appropriate – if unsafe and impolite they will need to sit at separate table to rehears good manners so as not to spoil other people's meals. 4. Remind – model the voice; single space seat if does not improve. 5. Back to your place/hand up and I will come 6. Recall and practice 7. Cleaning tables 8. Discuss/replace – sensitivity required incase there are hunger issues – consider discussing with family if repeated or very secretive behaviour.
Library	1. Quiet voices 2. Calm movements 3. Reading 4. Selecting books carefully 5. Putting books away carefully	1. Shouting 2.Climbing/running 3. Playing around with resources 4. see 3 5. Leaving books around or throwing	1. Show me how to speak and respond – thank you 2. back to the classroom and come back calmly 3. Identify positive role model and ask them to sit or stand with them until they can choose the right behaviour 4. See 3 5. Tidy up library
Playground	1. Playing games respectfully 2. Safe hands/feets/bodies 3. Asking for help 4. Staying in agreed areas 5. Using resources respectfully and safely 6. Speaking to all children 7. respectfully Speaking to adults respectfully	1. Ruining other games 2. Deliberate pushing/fighting/kicking 3. Running inside/fighting 4. Not in designated areas 5. Breaking objects/using as weapons or throwing at people. 6. Treating individuals with less respect i.e. ignoring/name calling 7. As 6 above	1. Safety zone/time out – apologising to others explaining how others may have felt. 2. Time out/missing play lunchtime depending on scale and dynamic safety harm assessment 3. Remind about outside help – as 2. above depending on scenario 4. Reminder then staying with the adult on duty for remaining playtime. 5. As 2 above. 6. Model appropriate interactions Identify harm caused. Restorative conversation. 7. As 6 above
Quiet Room/Pastoral spaces	1. Being calm in our movement and voices. 2. Respectful talk. 3. Respecting resources. 4. Following instructions when to go back to class.	1. Shouting/loud voices 2. Unkind comments. 3. Dropping resources and not using bin. 4. Ignoring instructions and refusing to go back to class.	1. Voices off – leave the quiet space if no change. 2. Model kind comments/ leave the quiet space and be seated outside. 3. Tidy the space and expect this each time. 4. Review if child should have access to quiet room.
Toilets	1. Using the toilet in a clean way 2. Respecting privacy. 3. Using the toilet, washing hands, drying hands and leaving straightaway.	1. Being unhygienic and leaving the toilet in a mess. 2. Looking over and under cubicles. 3. Staying in the toilet, playing with resources. 4. Playing	1. Writing a letter of apology to cleaners. 2. Writing an apology for invading privacy. 3. Clear reminder and issue toilet pass if repeated. 4. Clear reminder and issue toilet pass if repeated. 5. Clear reminder and issue toilet pass if repeated.
	4. Using the equipment and taps properly. 5. Using a sensible amount of soap. 6. One or two paper towels, placed in the bin.		6. Clear reminder and issue toilet pass if repeated.

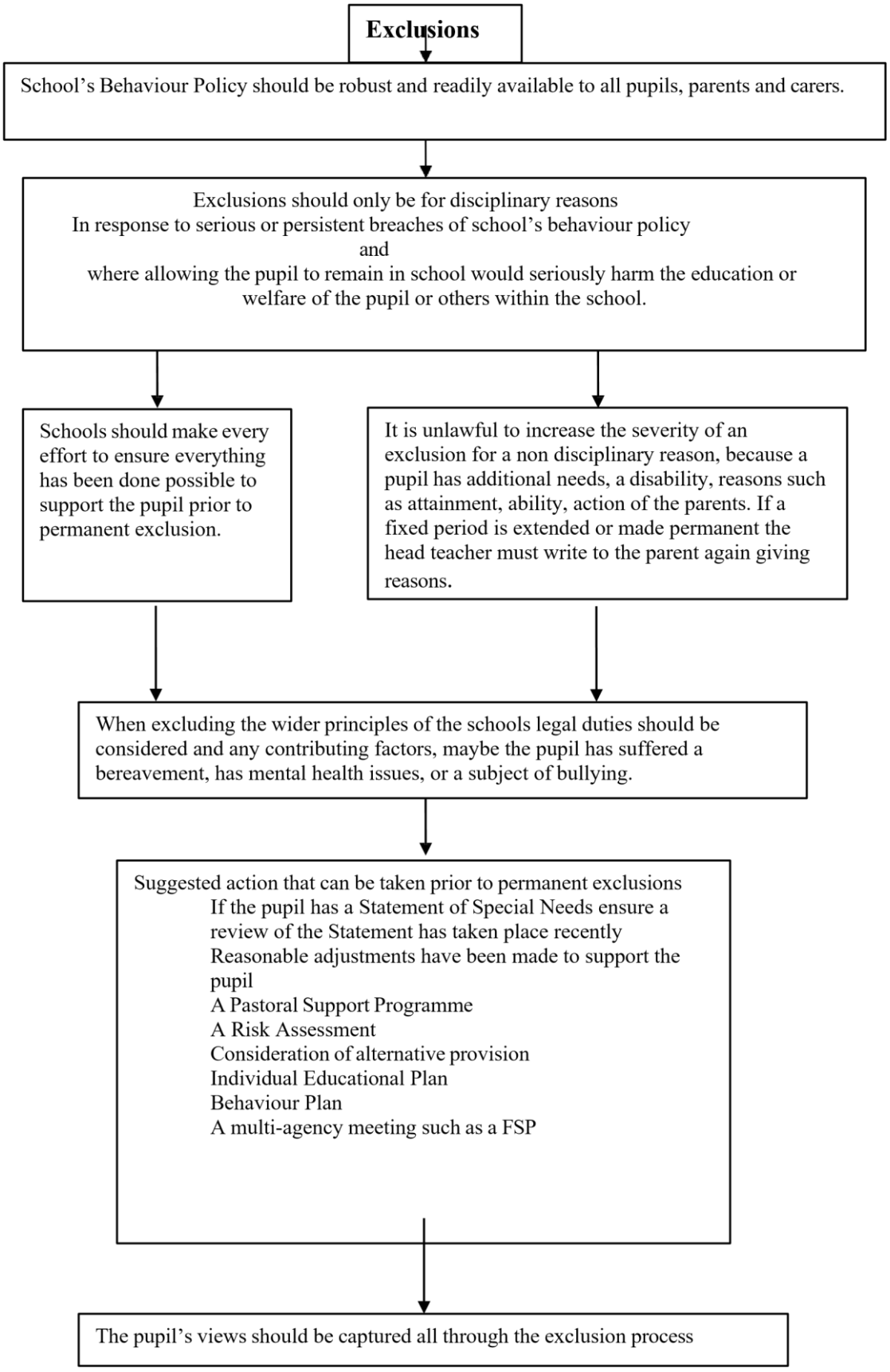
Notes/principles:

1. Routines, Responses and Relationships are key.
2. Consistent calm adult behaviour.
3. First attention to best conduct – name it

4. Consistent use of relentless routines – creates secure base and increases cognitive capacity
5. Use scripts for challenging interventions – expect other staff to do this as well.
6. Restore calm, repair harm, restore relationships.
7. Praise in public, challenge in private (quietly/clearly calmly).
8. To maximise respect in our community, the person who has noted the behaviour issue generally should be the person who manages it and delivers consequences; this is so that we do not promote an imbalanced of perception of power, or through passing the behaviour management on give the unintended message that 'you are too much for me' or 'I can't cope with you.'
9. Our responses and that there is a consequence should be INEVITABLE. Children seek gaps. They need to know that all staff expect respect and can manage behaviour. This helps create a secure base.
10. Always set out expectations in clear language, notice first adopters and praise in public.
11. We always try to listen to understand behaviour responses and try to understand the function of behaviours that challenge
12. When children are not following instructions always quietly and calmly remind and give take up time.
13. When we ask children to apologise they should be clear as to what the harm was and what they apologising for. They should speak in full sentences (as far as is possible 'I am sorry that I xxxxx and it might have hurt you'. It is helpful to talk about how they are going to 'show' they are sorry.
14. When dealing with children who are not following expectations, explain simply and succinctly so they are clear and be able to say what we will see next time. Avoid great length descriptions (sometimes known as rants!).
15. We do not use group punishments such as the whole class staying in.

Some useful phrases:
'We do it nice or we do it twice'
'What we permit, we promote' – for staff to understand unintended consequence of ignoring or permitting poor conduct.
'When you have xxxxx, then you can yyyy'.
'What I can see/hear is xxxxx; have I understood what is happening for you?'
'Does X know you are here?' or 'Who did you ask before you came to me?'
'Your choices are xxx or yyyyy'

APPENDIX 3


Exclusions
School's Behaviour Policy should be robust and readily available to all pupils, parents and carers.
Exclusions should only be for disciplinary reasons
In response to serious or persistent breaches of 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 within the school.
Schools should make every effort to ensure everything has been done possible to support the pupil prior to permanent exclusion.
It is unlawful to increase the severity of an exclusion for a non disciplinary reason, because a pupil has additional needs, a disability, reasons such as attainment, ability, action of the parents. If a fixed period is extended or made permanent the head teacher must write to the parent again giving reasons.
When excluding the wider principles of the schools legal duties should be considered and any contributing factors, maybe the pupil has suffered a bereavement, has mental health issues, or a subject of bullying.
Suggested action that can be taken prior to permanent exclusions
If the pupil has a Statement of Special Needs ensure a review of the Statement has taken place recently
Reasonable adjustments have been made to support the pupil
A Pastoral Support Programme
A Risk Assessment
Consideration of alternative provision
Individual Educational Plan
Behaviour Plan
A multi-agency meeting such as a FSP
The pupil's views should be captured all through the exclusion process

Pupil excluded in a morning session: the exclusion takes effect from that afternoon and notice must be given to parents without delay. If of compulsory school age, by the end of the afternoon session

Referral form to SSS f N

Head teacher or acting head decides to exclude permanently

Pupil excluded at the end of afternoon: session exclusion takes effect from the next school day. Notice must be given to parents without delay, if of compulsory school age, by the end of the afternoon session

Only 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 in the school.

If pupil is provided with alternative provision meeting all regulation requirements before the 6th day, they are marked on the school register under code B (Education off site).

Notify the parent without delay ideally by telephone, followed by a letter. Notice must be in writing and state all the required facts in the guidance.

Governing body and the LA must be informed without delay and the 'home' LA if different.

If pupil is not provided with alternative provision until the 6th day, they should be marked absent on the school register using code E (Exclusion).

Provision must be made by the LA from the 6th school day of exclusion.

If any exclusion would result in the pupil missing public examination, the governing body should try to meet before the date of the examination.

On receiving notice of the exclusion, the governing body must convene a meeting within 15th school days to consider the exclusion. The governing body must invite the parent, pupil, head teacher and an LA Officer at a mutually agreed time. Written evidence should circulate as far as possible, at least 5 days before the meeting, i.e. written statements, including witness statements, the excluded pupil's views and a list of attendees.

The governing body may ask the LA Officer for advice and the LA Officer can make representations but the governing body must make its decision alone, asking the other parties to withdraw. Only the clerk may stay.

The governing body must inform the parent, the head teacher and the LA Officer of its decision in writing without delay stating the reasons. They must also state the last date for lodging an application for a review to the Clerk, Democratic Services, Chief Executive's Department and explain the grounds for the review must be set out in writing, requesting a Special Education Needs expert if required A copy of the letter should be placed on the pupil's school record with copies of relevant papers and Minutes kept in Governors' Confidential files

If the parent makes an application for a review within the time limit the review should be within 15 days after the day on which the review is lodged. The review panel considers and has only three options: uphold the exclusion, recommend the governing body reconsider their decision, or quash the decision and direct the governing body to consider the exclusion again.

If the governing body's decision is upheld the pupil is removed from the admission attendance register only after the review process has been completed.

RECORDING PROCESS