Mayfield Primary Covid-19 Behaviour Policy Addendum

- Children must follow the designated entry & exit routes.
- Children to be instructed on return to school, with demonstrations and opportunities to practise. All pupils to wash hands on arrival in classroom, before and after eating, after break and lunch time and before leaving at the end of the day. Children need to follow school instructions on hygiene, such as handwashing and sanitising
- Following instructions on who pupils can socialise with at school

Children will be put into small groups of 11 maximum, which they will remain in at all times in school. They will be led by the same adults. They will be given specified group resources to use in the classroom and outdoors.
• moving around the school as per specific instructions (for example, one-way systems, out of bounds areas, queuing)

Signs will be visible on the routes into the building, in the playground and throughout the building. These will specify directions of travel, two-metre spacing and reminders about handwashing and general hygiene. Children will be shown around the building to ensure they understand how they must move around it; particularly toileting, queuing for lunches and playtime zones.

• expectations about sneezing, coughing, tissues and disposal (‘catch it, bin it, kill it’) and avoiding touching your mouth, nose and eyes with hands

Signs at sinks in classrooms and toilets. Reminders from staff. Supervision of toilets/specified loos for younger age groups

• tell an adult if you are experiencing symptoms of coronavirus

All children told to tell an adult if they feel unwell at any time. Including loss of taste. Staff to monitor child and symptoms while maintaining social distancing measures. PPE to be used in line with guidance.

• rules about sharing any equipment or other items including drinking bottles

Children to learn, play and eat in the same small groups. Children can share resources given to them at playtimes. These will need to be sanitised after use by the staff leading the group. Each small group to be advised on handwashing, location of sinks and toilets. Each child will be provided with their own labelled drink bottle which they only must use. The drink bottle will be kept in school.

• amended expectations about breaks or play times, including where children may or may not play

Children to be kept in the same small groups at all times. Zones to be set out for children. Zones to be explained.

• use of toilets

Two metre markers to be set up outside all toilets. If three toilets are available, the middle one to be closed.

• clear rules about coughing or spitting at or towards any other person

Reminders of good behaviour practices and conduct. Reminders to cover mouths when coughing or sneezing, with a tissue if possible. Reminders not to spit. If a pupil is known to spit, individual risk assessment to be put in place depending upon pupil’s personal needs. If required for 1:1 support, staff member to wear PPE.

• clear rules for pupils at home about conduct in relation to remote education

Continued reminders home about regular learning, balance of learning and pupil wellbeing, opportunities offered for pupils to collect paper learning packs if no access to the website and learning materials on line from home. Children encouraged to submit work to school through the email system.

• rewards and sanction system where appropriate

In line with school behaviour policy, praise - verbal, people who have made me proud today on the board - given to pupils adhering to social distancing rules. Where rules are not repeatedly adhered to, behaviour policy of sanction (warning, peg to orange, peg to red; initial report) to be followed.

Where pupils are consistently not following rules, temporary exclusions from school may be put in place in order to maintain safety of other pupils, families and staff in school.

Where pupils have a significant and recognised SEND requirement, individual risk assessments will need to be put in place.

Identify any reasonable adjustments that need to be made for students with more challenging behaviour.
Refer also to Exclusion policy
At Mayfield Primary School we believe that by encouraging respect and understanding towards all members of our school community, the attitudes formed by our children will be transferred to the world outside. Their adult world of work and family will be positive, harmonious and enjoyable.

‘At Mayfield Primary School we see discipline as encompassing all areas of school life. We believe that all people involved with our school share a responsibility for the effective implementation of discipline at Mayfield Primary School. If this responsibility is acknowledged by all it will undoubtedly lead to a better standard of education and quality of experience for all our pupils at Mayfield.’

Other relevant policies: Inclusion policy, Equality policy, teaching and learning policy, antibullying policy. This policy complies with section 89 of the Education Inspection Act 2006.

Aims of this Policy
• To encourage a calm, purposeful and happy atmosphere within the school
• To foster positive, caring attitudes towards everyone where achievement at all levels are acknowledged and valued
• To encourage self-control, respect for others; respect for classroom resources, other people’s property and our school environment so that each child learns to accept responsibility for his/her own behaviour
• To promote a consistent approach to behaviour and discipline throughout the school with parental co-operation and involvement
• To raise awareness of appropriate behaviour and make boundaries of acceptable behaviour clear
• To ensure effective health and safety
• To help pupils, staff and parents have a sense of direction and a feeling of common purpose
• To promote a need for the children to feel safe
• To improve standards of behaviour within the school
• To inform staff and parents of the outcomes of inappropriate behaviour in the classroom or playground.
• To create a consistent approach to behaviour management across the school through sanctions, timeout areas in the playground and classroom strategies.

All children, irrespective of age, disability, gender reassignment, (marriage and civil partnership, pregnancy and maternity), race, religion or belief, gender, sexual orientation, socio-economic status have an entitlement to effective learning experiences, which will enable them to achieve their maximum potential. At Mayfield all staff offer children with special education needs access to a broad, balanced and relevant education, including the National Curriculum. In accordance with the Race Relations Act 1976 as amended by the Race Relations (Amendment) Act 2000, in compliance with that Act and with the extended requirements of the Equality Act of 2010.

Looked After Children
Looked after children (LAC) and young people can be particularly vulnerable to bullying and will often not have a stable support network to help them deal with the problem. Schools have a vital role to play in ensuring that children in care are healthy, happy, safe and successful.

All incidents of bullying involving children in care should be reported to the

All incidents of bullying must be reported to the SENco/Head and logged by the school. The child’s social worker and Ealing’s virtual school must also be informed, with an explanation of the actions that have been taken and will be taken to ensure children remain safe.

BEHAVIOUR FOR LEARNING

<p>| Punctuality | Respect for self | Attendance |
| Preparedness | Respect for others | Honesty |</p>
<table>
<thead>
<tr>
<th>Behavior We Do Not Allow</th>
<th>This May Lead to the Some or All of the Following Sanctions:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lateness</td>
<td>Exclusion from class</td>
</tr>
<tr>
<td>Laziness</td>
<td>Exclusion from the playground</td>
</tr>
<tr>
<td>Having things in school that are banned or dangerous</td>
<td>Playtime sanction</td>
</tr>
<tr>
<td>Disrupting lessons</td>
<td>Time out</td>
</tr>
<tr>
<td>Disrespect for people</td>
<td>Lunchtime sanction</td>
</tr>
<tr>
<td>Disrespect for things</td>
<td>Letters home</td>
</tr>
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<td></td>
<td>Bill to pay for damaged equipment or resources</td>
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<tr>
<td></td>
<td>Fixed term exclusion</td>
</tr>
<tr>
<td></td>
<td>Permanent exclusion</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Behavior We Do Not Tolerate</th>
<th>Links</th>
<th>This May Lead to the Some or All of the Following Sanctions:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Having things in school that are banned or dangerous</td>
<td><a href="http://safe.met.police.uk/knife_crime_and_gun_crime/consequences_and_the_law.html">Link</a></td>
<td>Exclusion from class</td>
</tr>
<tr>
<td></td>
<td><a href="http://www.cps.gov.uk/legal/s_to_u/sentencing_manual/knives_and_offensive_weapons/">Link</a></td>
<td>Exclusion from the playground</td>
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<tr>
<td></td>
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<td>Playtime sanction</td>
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<td></td>
<td></td>
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<td>Letters home</td>
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<td>School initial report</td>
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<td></td>
<td></td>
<td>School parental report</td>
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<td></td>
<td></td>
<td>Bill to pay for damaged equipment or resources</td>
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</tr>
</tbody>
</table>

What the Government say: School staff can search a pupil for any item if the pupil agrees or without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item – extend of the search is clothes, possessions, desks and lockers. Prohibitive items are: weapons, stolen items, fireworks, any article that the member of staff reasonable suspects has been or is likely to be used to: commit an offence, to cause personal injury or to damage property.

School’s general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a pupil’s property as a disciplinary penalty, where reasonable to do so.

The school will confiscate things that are too expensive, dangerous or anything that should not be in school.

Violence

Exclusion information:

[Link](https://www.gov.uk/school-discipline-exclusions/discipline)

A serious breach of the behaviour policy or persistent breaches of the policy may lead to permanent exclusion.

A serious breach may include any of the behaviours listed in these tables and the list is not exhaustive but indicative of the type of behaviour that is not acceptable.
| Inappropriate communications that bring the school and its community into disrepute | http://ceop.police.uk/  
http://www.thinkuknow.co.uk/ |
|---|---|
| bullying | http://www.anit-bullyingalliance.org.uk/  
http://www.beatbullying.org/  
http://www.bullying.co.uk/  
http://www.childline.org.uk/Pages/Home.aspx |

Bringing a knife or other implement into school and using it in a threatening manner is a serious breach of the behaviour policy and would lead to a permanent exclusion.

Children’s responsibilities are to behave appropriately so that they:-
- work to the best of their abilities, and allow others to do the same
- treat others with respect
- follow instructions of all school staff and follow the Mayfield Promises
- take care of property and the environment in and out of school
- co-operate with other adults and children
- Understand the sanction system and the rules for the time-out areas in the playground.
- Work alongside their teacher and class to follow specific classroom strategies, such as the traffic light system and thinking spot.
- to treat every one (both children and adults) fairly and with respect

Teacher and Parents should work together by:
- Being consistent with children’s behaviour.
- Making sure the children return their School Jobs forms.
- Taking part in social skills evenings/curriculum evenings when they are held.
- Parents switching mobile phones to silent and not taking calls while in discussion with teachers.
- to treat everyone (both children and adults) fairly and with respect.
- to raise the self-esteem of others (both children and adults) and to help them to develop their full potential

Staff’s responsibilities are:-
- to treat everyone (both children and adults) fairly and with respect
- to raise the self-esteem of others (both children and adults) and to help them to develop their full potential
- to provide a challenging, creative and relevant curriculum
- to create an environment that is both physically and emotionally pleasant, safe and secure
- to use rewards and sanctions fairly and consistently
- to be a good role model
- to foster relationships with parents so that all children can see that the key adults in their lives share a common aim
- to recognise that each person is an individual
- to be aware of each child’s needs
- to offer a framework for social education
- to report any incidence of intimidating, aggressive or confrontational behaviour by children or adults to the Head teacher or Deputy Head teacher. The member of staff and any witnesses will complete an incident report (Critical Incident file) as soon after the event as possible. The Head teacher will follow up any further action following the advice from the LA Personnel department.

Parents’ and carers responsibilities are:-
- We follow LA advice and guidance and the LA have set out an expected code of behaviour for parents/carers to follow.
- to make children aware of appropriate behaviour in all situations
• to encourage independence and self-discipline
• to show an interest in what their child does at school
• to foster a positive relationship with the school so that all children can see that the key adults in their lives share a common aim
• to be aware of the school rules and expectations
• to offer a framework for social education
• to support the school in the implementation of this policy
• to treat staff with mutual respect
Parents are expected to aid the smooth running of the school by following school procedures and policies
• The school and Governors will exercise their right to ban adults who exhibit violent, threatening behaviour and abuse, verbal or physical, against school staff or other members of the school community from the school premises.

What we do to encourage positive behaviour:-

a) In the classroom
We believe it is important that the class work as a unit. As a prerequisite to good discipline in the classroom we make sure that our pupils are aware of the structure and organisation of the day and resources are well labelled and accessible for use. In addition to this we -
• differentiate work and activities where appropriate
• comment on good work and praise good behaviour privately and publicly
• insist on appropriate noise levels relevant to the task being carried out
• raise awareness of health and safety issues for the benefit of pupils themselves and their peers
• make clear expectations of good behaviour
• teach about appropriate behaviour through PSHE
• promote mutual respect by personal example and discouraging unsociable behaviour
• encourage children to take responsibility for their own actions and behaviour
• inform parents of positive achievements and behaviour (too often schools only liaise when something has gone wrong)
• Establish whole class and individual systems for rewarding good behaviour
• Establish a no “put-down” zone throughout the school
• Award House points Lammas (Yellow), Gunnersbury (Green), Walpole (Blue), Pitshanger (Red)
• Award Dojo points (KS1 & LKS2).

In the school building
We believe that it is necessary to strive for a calm atmosphere, which benefits our school community as a whole. In order to bring about this we -
• ensure that movement around the school is in an orderly manner; no running in the corridors or walkways, or loitering in the toilets
• teach our children to enter and leave assemblies quietly and calmly with hands behind backs
• teach our children to have respect for their school environment and other people’s property

In the playground
To ensure the children’s playtimes are happy, safe and pleasant we ensure that -
• children are taught co-operative games by teaching staff
• toys from home are not permitted as this causes arguments and sadness if the toy is damaged by peers
• only airflow balls and equipment from playground boxes is permitted
• incidents of fighting, bullying and name-calling are dealt with immediately by all staff and referred to the teacher, senior teacher, deputy head teacher or head teacher as appropriate
• the children stand still when the whistle is blown at the end of playtime and lunch break until the teacher on duty sends them sensibly to their class’s line
• Pupils walk to lines with hands behind backs and line up in silence
• the children show respect for our SMSAs
• there is liaison between SMSAs and teaching staff over children’s behaviour and well-being through the behaviour book
• all new SMSAs go through an induction process implemented by the Senior SMSA
• SMSAs are encouraged to go on training courses provided by the London Borough of Ealing
• The Assistant Head meets each half term with the SMSAs to lead training and discuss whole school policy.

In order to maintain an effective discipline structure we –
• Attempt to redirect the inappropriate behaviour by referring to positive behaviour near by
• ask the child if s/he needs help or support
• ask the child(ren) what they should have been doing or have done
• tell the child that when they (specify the inappropriate behaviour e.g. when you call out) it has (state the effect e.g. you find it hard to concentrate) this effect on you
• encourage the children to take responsibility for their own behaviour
• use nonphysical crises intervention techniques

The behaviour system:
• Each class has their own traffic light system with pegs regarding behaviour. This will be visible in the classroom to all of the children. Every child will have a peg with their name on which will start on the green light at the beginning of the day.
• If a child has misbehaved they will be given a verbal warning. If a child repeats this inappropriate behaviour their peg will be moved to the amber light. Again, if this is repeated it will be moved to the red light and the child will:
  • R/KS1 to sit on the ‘Thinking Spot’ for 5 minutes in Reception. The child will miss 5 minutes of their play on the thinking spot. There will be a sand timer for the children to use and see when the time is up.
  • The ‘Thinking Spot’ will be located in an area visible to the teacher from all areas of the classroom.
  • Once the child has had their thinking time the member of staff who gave the sanction will talk through with the child about their behaviour and how this can be improved in the future.
  • Every child has the opportunity for their peg to be moved up to amber and green if they are praised for good behaviour throughout the rest of the day.
  • Children who have stayed on the green light will be praised at the end of the day by their class teacher and may be rewarded with a sticker.
  • Nursery will use the ‘Thinking Spot’ system, but will not use the Traffic light system as the children are quite young and may find it hard to understand. Nursery staff will be able to move the thinking spot by them, so the children can be seen during their ‘Time-out’.
  • Individual behaviour charts can be made for children who consistently display inappropriate behaviour. These are personal to the child and the class teacher and will not be in a visible place for others to see.

• KS2 – go to sanctions at playtime and write a letter of apology to the person they offended or upset.

• If there is a persistent display of inappropriate behaviour this must be written on the child’s pastoral record each time it occurs and parents must be informed of the incident on the day it occurred.
• The child will be placed on Initial Report and their behaviour will be monitored for one week. If their behaviour fails to improve then they will move to *Parent Report for one week.

Guidance for administering class sanctions
• Limits on misbehaviour need to be clear to the whole class. Limits should be negotiated with the class members by discussion i.e. use Circle Time (see Circle Time Guidelines) at the start of the year. The rules need to be talked through and displayed prominently in the class. The rules apply whoever is taking the class and so it is essential that a clear display is made in every classroom.
- The rules should be consistent between classes but could highlight particular concerns for each class.
- Rules can change in response to behaviour trends and concerns. Any changes need to be made clear to all children in the class and be displayed as soon as possible.

**Responses to children’s misbehaviour**
Punishments and sanctions that are **fair and consistent** are very effective and tend to avoid resentment, conflict and defiant behaviour, and sanctions that are most effective are imposed following a warning of clear consequences. Our system is transparent and shared with parents, carers, staff and children. (see Sanction Summary below)
- Children respond well to symbolic aspects of sanctions, for example, name on a board, removal from a group or name on a list, amongst others.
- The teachers’ responses need to be appropriate to the level of seriousness of the behaviour.
- The imposition of a sanction must not be based on the tolerance level of a teacher being exceeded but because the child broke an agreed rule.
- Imposition of the sanctions should be done in a firm no-nonsense way but should be consistent with the school expectation that all people will be treated fairly and with respect.
- It should be clear from the teacher’s actions that it is the child’s behaviour that is unacceptable and not the child her/himself. This enhances rather than reduces the likelihood that the pupil will want to co-operate with the teacher in the future.

**Designated ‘Time-out’ area in the playground:**
- If children are consistent in displaying inappropriate behaviour during playtime they can be sent for ‘time-out’ on one of the benches to “cool off”. The Sanction summary consequence should be applied as soon as possible after the incident.
- The Juniors will have two benches on the elevated raised edge of their playground. The Junior children will sit on the bench for ten minutes.
- Early Years and the Infants have rubber mats, called ‘Thinking Spots’ placed along the edge of their playground. The infant children will stay on their spot for five minutes.
- There will be a sand timer next to the benches and the spots.
- If the children leave the spot/bench before their timer has finished they will be escorted back to it by a member of staff. The sand timer will then start all over again.
- If the children leave the spot/bench for a second time they will be escorted to a member of the Senior Leadership Team and will stay in for the rest of playtime. The member of SLT will make the decision as to what the child has to do whilst staying in school.
- All members of Mayfield staff, teachers and lunch time supervisors will remain calm using a low tone in their voice without shouting.

**Consistency of sanctions:**
- Sanctions are given to Junior children who behave inappropriately in school.
- Juniors are **not** to go to sanctions for homework related issues.
- Children need to be stopped, by all members of staff, if they are seen running in the corridor or behaving in an inappropriate manner. The children can be sent to sanctions because of this. Behaviour management is the responsibility of every member of staff.

**What constitutes School Jobs?**
- Children will be given School Jobs for a CS incident. (see sanction summary below). The pupil will be given a job that will work to improve the school as a whole, such as cleaning 100 squares, sharpening pencils, wiping lunch tables, picking up litter etc. in their break times. They will wear the School Jobs vest when this occurs.
• A letter will be sent home by the member of staff who dealt with the incident. (Letter template found in admin
shared: behaviour folder.)
• A record will be made in the Behaviour file of letters that have been sent home and whether reply slips have
been returned by parents. The member of staff who gave the School Jobs must follow up whether the reply
slip has been returned.

The following sanctions are NOT permitted
• Whole class sanctions are not permitted unless there is a health and safety issue that needs to be addressed
as a matter of urgency. E.g. training the children how to line up and conduct themselves out of school e.g.
swimming.
• Children should not be sent to stand outside the classroom as a sanction.
<table>
<thead>
<tr>
<th>CONSEQUENCE</th>
<th>BEHAVIOUR</th>
<th>SANCTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>TIME OUT</td>
<td>Time out can be given as a means of calming down a child or situation pending an investigation.</td>
<td>TIME OUT 10 mins UKS2  5 mins LKS2</td>
</tr>
<tr>
<td>C1</td>
<td>Disrupting the learning of others  Talking/calling out/out of seat</td>
<td>VERBAL WARNING Peg on Green</td>
</tr>
<tr>
<td>C2</td>
<td>Repetition of any C1 offence</td>
<td>2nd VERBAL WARNING Peg to Amber</td>
</tr>
<tr>
<td>C3</td>
<td>Repetition of any C2 offence  Rudeness to a member of staff  Refusal to follow instructions  Not following school rules e.g talking/playing after the whistle*  Chewing gum  Being out of bounds  Use of phone/MP3 player(Confiscation)  Hitting, pushing or deliberately hurting someone</td>
<td>SANCTIONS Peg to Red Note: x3 sanctions in 1 week = Initial report  *Running in school = wipe tables at lunch  *Jumping out of gazebo windows – pick up 20 pieces of litter</td>
</tr>
<tr>
<td>C4</td>
<td>Failure to attend sanctions</td>
<td>DOUBLE SANCTIONS time out/sanction  *if homophobic or racist – School Jobs</td>
</tr>
<tr>
<td>C5</td>
<td>Racist or homophobic language  Inappropriate use of mobile/digital technology  Dishonest/lying to a member of staff  Stealing  Hitting, pushing or deliberately hurting someone that leaves a mark  Repetition of any C3/C4 offence  Walking away from a member of staff  An incident of racist/homophobic abuse  Any 2 C3 incidents in a day  Theft, graffiti or vandalism</td>
<td>SCHOOL JOBS Clean up the mess. Pay for any damage – bill home</td>
</tr>
<tr>
<td>C6</td>
<td>Repetition of any C5 offence  Fighting  Bullying incident  Swearing at or about a member of staff</td>
<td>SCHOOL JOBS &amp; INITIAL REPORT 1 WEEK  IF NO IMPROVEMENT PARENT REPORT 1 WEEK</td>
</tr>
<tr>
<td>C7</td>
<td>Persistent C6 behaviour  Inappropriate use of a mobile phone</td>
<td>INTERNAL EXCLUSION &amp; SCHOOL JOBS PARENTAL REPORT X 1 WEEK</td>
</tr>
<tr>
<td>C8</td>
<td>Persistent C7 behaviour  Violence toward a member of staff  Possession of an offensive or banned weapon</td>
<td>FIXED TERM EXCLUSION</td>
</tr>
<tr>
<td>C9</td>
<td>Persistent C8 behaviour  Possession of an offensive weapon with intent to use</td>
<td>PERMANENT EXCLUSION</td>
</tr>
</tbody>
</table>
VISITING ADULTS

Incidents involving abusive, threatening or violent behaviour from adult visitors
- The person will be asked to leave or Staff will remove themselves from the site of threat
- Find Head or Deputy or member of the SLT and report the incident.
- If there has been a verbal threat, or physical threat or assault the police will be called.
- An Incident Report form (available in the Bullying/Racism file in HT office) will be completed by the member of staff who was involved
- The Head teacher is to follow up any action e.g. meeting with adult, ban, LA involvement, police involvement etc)

Monitoring and Evaluation
The level and type of behavioural incidents is monitored each term and a report given to the Governing Body though the curriculum committee. The impact of any strategies put in place is measured. This is also shared with the staff and SLT at briefings.

*Parental report and beyond:
- Parental report may result in withdrawal of your child’s place on a local trip and the privilege of representing the school at an event.
- Three incidents of any of these individual or combined incidents: parental report, internal exclusion or exclusion may result in withdrawal of your child’s place on a local or longer school journey and the privilege of representing the school at an event.
Mayfield Primary School

Exclusion of Pupils Policy 2019 – 21

Reviewed January 2019
Next review date: January 2021

Mayfield Primary School is an inclusive school, committed in policy and practice to recognition of the equal value of each member of the community and to equality of opportunity for all. This policy is specifically on exclusion but it should be read in conjunction with the behaviour policy.

When Exclusion is used
Exclusions from the school community, fixed term or permanent, can be damaging to a pupil’s self-esteem. They diminish the sense of belonging to the community. As such they are used sparingly and only as part of an overall behaviour strategy which seeks to develop a culture of inclusion, ownership of and responsibility for one’s own behaviour.

The school seeks to avoid permanent exclusions. These take place only for very serious incidents or when all other strategies have been tried and have failed over time.

Fixed term exclusions are used when other strategies and sanctions have not been effective over time or when there has been a single clear and serious breach of discipline. Exclusion, whether fixed term or permanent may be used for the persistent breaches of the school’s behaviour policy. Physical assault of staff or pupils by a pupil, other acts of violence, including severe verbal bullying, fire setting, frequent disruption to lessons come within this category. In all cases the head teacher gathers the statements and views and takes advice from staff who are working with a child. She may delegate some responsibility (in her absence) to the deputy head teacher for fixed term exclusions.

The head teacher alone makes the decision to proceed to permanent exclusion in consultation with the Chair of Governors and Ealing Exclusions Officer.

Rationale
This policy deals with the policy and practice which informs the School’s use of exclusion. It is underpinned by the shared commitment of all members of the school community to achieve two important aims:

1. The first is to ensure the safety and well-being of all members of the school community, and to maintain an appropriate education environment in which all can learn and succeed;

2. The second is to realise the aim of reducing the need to use exclusion as a sanction.

Introduction
The decision to exclude a pupil will be taken in the following circumstances:

(a) In response to a serious breach of the School’s Pupil Behaviour and Discipline Policy

(b) If allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Exclusion is an extreme sanction and is only administered by the Headteacher. Exclusion, whether fixed term or permanent may be used for any of the following, all of which constitute examples of unacceptable conduct, and are infringements of the School’s Behaviour Policy:

• Persistent breach of the school’s behaviour policy
• Persistent disruption to lesson and the learning of other children
• Verbal abuse to staff and others
• Verbal abuse to pupils
• Physical abuse to/attack on staff
• Physical abuse to/attack on pupils
• Indecent behaviour
• Damage to property
• Misuse of illegal drugs
• Misuse of other substances
• Theft
• Serious actual or threatened violence against another pupil or a member of staff
• Sexual abuse or assault
• Supplying an illegal drug
• Carrying an offensive weapon
• Arson
• Unacceptable behaviour which has previously been reported and for which school sanctions and other interventions have not been successful in modifying the pupil’s behaviour.

This is not an exhaustive list and there may be other situations where the Headteacher makes the judgement that exclusion is an appropriate sanction.

**Exclusion procedure**

**In all incidents of exclusion and before the decision to exclude is made:**

Exclusion will not be imposed instantly unless there is an immediate threat to the safety of others in the school or the pupil concerned. Before deciding whether to exclude a pupil either permanently or for a fixed period the Head will:

Ensure appropriate investigations have been carried out

1. **Witness statements must be written as soon after the event has occurred as possible and, where relevant in the child’s hand.**
2. **Witness statements must be written by all witnesses, including staff, victims, witnesses/observers and the alleged perpetrator.**
3. **If meeting with parents/carers, there should be two members of the SLT present and minutes must be taken of the meeting.**

- The Head will consider all the evidence available to support the allegations taking into account the Pupil Discipline Policy, Equal Opportunity and Race Equality Policies
- Allow the pupil to give her/his version of events
- Check whether the incident may have been provoked for example by bullying or by racial or sexual harassment.

If the Head is satisfied that on the balance of probabilities the pupil did what he/she is alleged to have done, exclusion will be the outcome.

Most exclusions are of a fixed term nature and are of short duration (usually between one and three days).

The DfE regulations allow the Headteacher to exclude a pupil for one or more fixed periods not exceeding 45 school days in any one school year.

The Governors have established arrangements to review promptly all permanent exclusions from the School and all fixed term exclusions that would lead to a pupil being excluded for over 15 days in a school term or
missing a public examination.

The Governors have established arrangements to review fixed term exclusions which would lead to a pupil being excluded for over five days but not over 15 days in a school term where a parent has expressed a wish to make representations.

Following exclusion parents are contacted immediately where possible. A letter will be sent by post giving details of the exclusion and the date the exclusion ends. Parents have a right to make representations to the Governing Body and the LEA as directed in the letter.

A return to school meeting will be held following the expiry of the fixed term exclusion and this will involve a member of the Senior Management Team and other staff where appropriate.

If the fixed term exclusion is greater than five days or an accumulation of exclusions exceed five days, a Pastoral Support Plan will be drawn up. This needs to be agreed with the school, pupil and parents.

During the course of a fixed term exclusion where the pupil is to be at home, parents are advised that the pupil is not allowed on the school premises, and that daytime supervision is their responsibility as parents/guardians.

**Permanent Exclusion**
The decision to exclude a pupil permanently is a serious one. There are two main types of situation in which permanent exclusion may be considered:

4. The first is a final, formal step in a concerted process for dealing with disciplinary offences following the use of a wide range of other strategies, which have been used without success. It is an acknowledgement all available strategies have been exhausted and is used as a last resort. This would include persistent and defiant misbehaviour including bullying (which would include racist or homophobic bullying) or repeated possession and/or use of an illegal drug on school premises.

5. The second is where there are exceptional circumstances and it is not appropriate to implement other strategies and where it could be appropriate to permanently exclude a pupil for a first or ‘one off’ offence. These might include:

- Serious actual or threatened violence against another pupil or a member of staff
- Sexual abuse or assault
- Supplying an illegal drug
- Carrying an Offensive Weapon (Offensive weapons are defined in the Prevention of Crime Act 1993 as “any article made or adapted for causing injury to the person; or intended by the person having it with him for such use by him”.
- Arson

The school will consider police involvement for any of the above offences. These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour seriously affects the discipline and well-being of the school.
WHAT LEADS TO EXCLUSION?

Behaviour that:

<table>
<thead>
<tr>
<th>BEHAVIOUR THAT WARRANTS EXCLUSION</th>
<th>PERIOD OF EXCLUSION</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Serious actual or threatened violence against another pupil or a member of staff, using any</td>
<td>Permanent exclusion</td>
</tr>
<tr>
<td>implement as a weapon to cause or inflict harm.</td>
<td></td>
</tr>
<tr>
<td>• Sexual abuse or assault</td>
<td></td>
</tr>
<tr>
<td>• Supplying an illegal drug</td>
<td></td>
</tr>
<tr>
<td>• Carrying an Offensive Weapon (Offensive weapons are defined in the Prevention of Crime Act 193 as “any article made or adapted for causing injury to the person; or intended by the person having it with him for such use by him”).</td>
<td></td>
</tr>
<tr>
<td>• Arson</td>
<td></td>
</tr>
<tr>
<td>• Persistent bullying – monitored closely, initial sanctions applied refer to anti-bullying policy</td>
<td>Up to 5 days usually for one offence</td>
</tr>
<tr>
<td></td>
<td>Permanent exclusion for repeat offences</td>
</tr>
<tr>
<td>• Persistent racism – monitored closely, initial sanctions applied refer to behaviour and anti- bullying policy</td>
<td>Up to 5 days usually for one offence</td>
</tr>
<tr>
<td></td>
<td>Permanent exclusion for repeat offences</td>
</tr>
<tr>
<td>• Persistent challenging of rules of the school - monitored closely, initial sanctions applied</td>
<td>Up to 5 days usually for one offence</td>
</tr>
<tr>
<td></td>
<td>Permanent exclusion for repeat offences</td>
</tr>
<tr>
<td>• Physical assault</td>
<td>Up to 5 days usually for one offence</td>
</tr>
<tr>
<td></td>
<td>Permanent exclusion for repeat offences</td>
</tr>
<tr>
<td>• Verbal assault</td>
<td>Up to 3 days usually for one offence</td>
</tr>
<tr>
<td></td>
<td>Permanent exclusion for repeat offences</td>
</tr>
<tr>
<td>• Willful damage to school property</td>
<td>1 day – 3 days depending on severity usually for one</td>
</tr>
<tr>
<td></td>
<td>offence</td>
</tr>
<tr>
<td></td>
<td>Permanent exclusion for repeat offences</td>
</tr>
<tr>
<td>• Sexual misconduct</td>
<td>Up to 5 days usually for one offence</td>
</tr>
<tr>
<td></td>
<td>Permanent exclusion for repeat offences</td>
</tr>
<tr>
<td>• Drug related (not supply)</td>
<td>Up to 5 days usually for one offence</td>
</tr>
<tr>
<td></td>
<td>Permanent exclusion for repeat offences</td>
</tr>
<tr>
<td>• Alcohol related</td>
<td>Up to 5 days usually for one offence</td>
</tr>
<tr>
<td></td>
<td>Permanent exclusion for repeat offences</td>
</tr>
<tr>
<td>• Theft</td>
<td>Up to 5 days usually for one offence</td>
</tr>
<tr>
<td></td>
<td>Permanent exclusion for repeat offences</td>
</tr>
<tr>
<td>• Persistent disruptive behaviour</td>
<td>Up to 5 days usually for one offence</td>
</tr>
<tr>
<td></td>
<td>Permanent exclusion for repeat offences</td>
</tr>
<tr>
<td>• other</td>
<td>To be considered based on circumstances</td>
</tr>
</tbody>
</table>

Permanent exclusion – follow LA guidelines:

- Persistent breach of the behaviour policy.
- One off serious incident that is in serious breach of the behaviour policy.
Physical Intervention

Staff at Mayfield Primary School School believe that positive handling should be the last resort. In the majority of cases de-escalation and diffusion are the appropriate methods of dealing with situations that might result in a threat to the health and safety of any individuals. On extremely rare occasions it may be appropriate for staff to intervene physically with or between pupils. These include:

- Injury, or risk of injury, to another pupil
- Injury, or risk of injury, to a member of staff
- Serious damage to property

Any intervention should be a last resort and be proportionate, reasonable and appropriate, and be done with the aim to reduce not provoke.

All staff owe a duty of care to pupils. To take no action, where the outcome is that a pupil injures him/herself, or another, including staff, could be seen as negligence.

Advice for Staff
Call a member of the SLT if a child is in distress and you need support in managing this.

Members of staff facing confrontational situations with pupils are reminded that the following behaviours can either reduce or inflame incidents, and that a brief moment of risk assessment may allow the time to decide on the appropriate action necessary.

Staff are strongly advised not to physically stop pupils from leaving their room. They should give a clear choice and spell out consequences, but unless there is a risk of injury should never block a pupil’s exit.

Remaining calm – the ability to try and remain calm and appear relaxed is less likely to provoke. A relaxed posture and a non-threatening (CALM) stance, i.e. not toe-to-toe, are recommended. Slow the speed of your voice and speak quietly.

Awareness of Space – try to be aware of the space around you and avoid stepping into another individual’s personal/intimate space. Try to take a step back outside the circle of danger.

Pacing and Chasing – angry people often pace around in tense situations and staff should try to avoid the temptation to follow as they attempt to help them calm down. This can be counter-productive as it may trigger an animal chase response and drive the other person away. Where possible it is preferable for the staff member to stand still, speaking calmly, clearly and confidently – or even sit down!

Intonation - when people are anxious or angry they tend to talk faster, higher and more loudly. In a potential crisis situation staff need to deliberately speak slower, lower and more quietly

Help Script

- Connect by using pupil’s name
- Recognise the feelings
- Tell the pupil you’re there to help
- You talk and I will listen
- Give direction

Diffusing body language responses

- Social distance
- Sideways stance, step back
- Intermittent eye contact
- Relaxed body posture
- Palms open

Calm Stance
Think of the values of stepping back from a situation, both physically and emotionally:
- Allows a more considered response
- Time to make a ‘dynamic’ risk assessment and seek assistance
- Allows other person ‘take up’ time to make their own choices

Application of Force
Staff should NOT act in a way that might reasonably be expected to cause injury. This includes:
- Slapping, punching, kicking or tripping a pupil
- Twisting or forcing limbs against joints
- Indecently touching, holding or pulling a pupil by the hair or ear
- Other than in circumstances that are exceptional, using reasonable force to hold a pupil face down on the ground

In the event of a serious incident e.g. a fight, staff should:
- Make their presence felt – “stop fighting, stop fighting”
- Send for assistance
- Spell out sanctions
- Remove the ‘fuel’ by clearing the ‘audience’ away
- Be a witness
- Only intervene physically if confident and having assessed the degree of risk - But should never ignore or walk away.
<table>
<thead>
<tr>
<th>Date of incident:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of child/ren/adult involved:</td>
<td></td>
</tr>
<tr>
<td>Name of witness:</td>
<td></td>
</tr>
<tr>
<td>Around what time did the incident happen? Playtime, lunchtime, first lesson etc.</td>
<td></td>
</tr>
<tr>
<td>Where was the witness when the incident occurred?</td>
<td></td>
</tr>
<tr>
<td>What did the witness see, hear, do?</td>
<td></td>
</tr>
</tbody>
</table>

Signed  

Date  

---

**MAYFIELD PRIMARY INCIDENT INVESTIGATION FORM: WITNESS STATEMENT**

[Signatures and dates for witness]

---

18
FORM FOR RECORDING AN INCIDENT INVOLVING PHYSICAL RESTRAINT

This form should be completed following an incident involving Physical Restraint and kept by the school for future reference.

NAME(S) OF STUDENT(S)  GENDER: M/F
ETHNICITY:

DATE(S)  TIME(S):

NATURE OF INCIDENT:  verbal abuse, threatening behaviour, refusal, kicking, punching, bullying, fighting,
other (please specify):

INVOLVING:  staff, students, property, equipment, other (please specify):

Why was Physical Restraint Necessary:

Clearly define the circumstances that led to the incident, describing the student’s behaviour, the danger perceived, and the restraint used. (continue on a separate sheet if necessary)

Witnesses to Incident & their statement (record on separate sheet)
Witness names:

FURTHER ACTION TAKEN BY THE HEADTEACHER
(tick as appropriate)
- Recorded in the Accident Book
- Racial Incident Record
- Accident Form completed
- Parent/Carer contacted
- Recorded as an assault
- Police/others contacted
- Child Protection
- LEA informed

Signature of Member of Staff Reporting:  
Signature of Headteacher:  Date:
FLOWCHART FOR USE OF REASONABLE FORCE

What needs to be in place?
School Policy including non-confrontational methods
Guidelines for staff including training
Complaints Procedure
Risk Assessment
Record keeping

In the event of an incident
Preventative non-confrontational methods

If resolved
Yes
No further action required

Situation escalates
Possible harm
Possible harm to others
Significant damage to property

Warning that restraint may have to be used
Where possible, get help from another adult

Non-compliance
Success
No further action
Record

Restraint
Use minimum force for a minimum period
Talk to Pupil
Keep calm and, if possible, summon help from colleague

Complaint from pupil/parent/carer

Record
Is an individual risk assessment needed?
inform parent/carer.

Debrief for staff and pupil involved

Interagency discussion

Positive handling plan

Review

Further action
No further action
### SOME NON-PHYSICAL CRISIS INTERVENTION TECHNIQUES

<table>
<thead>
<tr>
<th>Do</th>
<th>Don’t</th>
</tr>
</thead>
<tbody>
<tr>
<td>appear calm and relaxed</td>
<td>appear afraid and unsure of yourself;</td>
</tr>
<tr>
<td></td>
<td>appear bossy, arrogant;</td>
</tr>
<tr>
<td></td>
<td>assume an “I don’t give a damn about you” attitude</td>
</tr>
<tr>
<td>keep the pitch and volume of your voice</td>
<td>raise your voice</td>
</tr>
<tr>
<td>down.</td>
<td></td>
</tr>
<tr>
<td>feel comfortable with the fact that you</td>
<td>appear to expect an attack (or you will have one)</td>
</tr>
<tr>
<td>are in control (if you control yourself, you</td>
<td></td>
</tr>
<tr>
<td>control the situation);</td>
<td></td>
</tr>
<tr>
<td>project a calm assured feeling that you</td>
<td></td>
</tr>
<tr>
<td>will see the situation through to peaceful</td>
<td></td>
</tr>
<tr>
<td>end no matter what happens</td>
<td></td>
</tr>
<tr>
<td>talk with the pupil</td>
<td>give commands;</td>
</tr>
<tr>
<td></td>
<td>make demands</td>
</tr>
<tr>
<td>be very matter of fact if the pupil</td>
<td>make threats (Especially any that you are not absolutely sure that</td>
</tr>
<tr>
<td>becomes agitated;</td>
<td>you can carry through!);</td>
</tr>
<tr>
<td>be sensitive and flexible;</td>
<td>maintain continuous eye contact;</td>
</tr>
<tr>
<td>be flexible yet consistent;</td>
<td>gesticulate (this may provoke confrontation)</td>
</tr>
<tr>
<td>be aware of body language;</td>
<td></td>
</tr>
<tr>
<td>monitor breathing (chest movements) which</td>
<td></td>
</tr>
<tr>
<td>can telegraph aggressive responses</td>
<td></td>
</tr>
<tr>
<td>stay close to the pupil and attend to him/</td>
<td>turn your back or leave;</td>
</tr>
<tr>
<td>her</td>
<td>invade the pupil’s personal space</td>
</tr>
<tr>
<td>be patient;</td>
<td>display emotion;</td>
</tr>
<tr>
<td>if a pupil’s agitation increases to the</td>
<td>argue;</td>
</tr>
<tr>
<td>verge of attack:</td>
<td>corner the pupil physically or psychologically</td>
</tr>
<tr>
<td>* Acknowledge his/her feelings;</td>
<td></td>
</tr>
<tr>
<td>* Continue with a matter of fact attitude;</td>
<td></td>
</tr>
<tr>
<td>* Always leave the pupil an avenue of escape</td>
<td></td>
</tr>
<tr>
<td>where possible, remain seated as long as</td>
<td>get up and move towards the pupil</td>
</tr>
<tr>
<td>the pupil does;</td>
<td></td>
</tr>
<tr>
<td>avoid crowding</td>
<td></td>
</tr>
<tr>
<td>stay near him/her, about one arm’s length</td>
<td>give up</td>
</tr>
<tr>
<td>away; stand to one side;</td>
<td></td>
</tr>
<tr>
<td>give the pupil more space if appropriate</td>
<td></td>
</tr>
<tr>
<td>seek to relax your muscles and keep them</td>
<td>tense your muscles</td>
</tr>
<tr>
<td>under control.</td>
<td></td>
</tr>
</tbody>
</table>

Adopted from SCAT, Institutional Abuse Project, DYFS, New Jersey

This policy was drawn up by the behaviour management teaching and learning community team.