



UNITED LEARNING BEHAVIOUR AND RELATIONSHIPS POLICY

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Date of next school level review:	September 2024		
Type of policy:	United Learning Policy	Local Governing Body	Approves school policy adheres to United Learning Policy

REVIEW TIMETABLE

The Policy will be reviewed annually, as set out below:	
Policy reviewed centrally	Schools Committee: Annually – Spring Term
Policy tailored by individual schools	Sept 2020
School policy ratified by Local Governing Bodies	September 2020
Implementation of Group Policy	September 2020



UNITED LEARNING TRUST

Orchard Meadow Primary

September 2023

BEHAVIOUR and RELATIONSHIPS POLICY



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Orchard Meadow Primary School Behaviour Policy

1. Expectations: The Conscious Discipline approach

This policy sets out how the school will promote good behaviour, self-discipline, respect, prevent bullying, ensure that pupils complete assigned work and regulate the conduct of pupils. It supports children in building self-esteem, self-awareness, and empathy through empowerment in a nurturing environment. Our behaviour policy embraces the *Conscious Discipline* model with the aims set out below.

At Orchard Meadow, we are a caring, inclusive, and trauma-informed school and we aim for every member of our school community to feel valued and respected.

Our intention is to create an engaging learning environment which encourages positive attitudes and reinforces good behaviour; where everyone feels safe and secure and where the health and well-being of individuals is paramount. Our policy is based upon consistent relational and restorative practices.

The fundamental message in our school and wider community is to:



Our primary aim is that every member of the school community feels valued and respected, and that each person is treated fairly and well. It aims to promote an environment where everyone feels happy, safe and secure. Feeling and being a part of a community is essential to building responsibility, willingness and co-operation.

We have high expectations of all adults to recognise that children's behaviour is communication: through behaviour, children let others know their feelings, and their underlying needs. Adults recognise these needs and feelings while helping children to understand and manage their own behaviour.

Our aim:

- To promote a consistent positive ethos in the school through encouraging a shared understanding of the values which underpin our school ethos and a sense of belonging
- To create a consistent environment that expects, encourages, recognises, and celebrates good behaviour and one in which everyone feels happy and safe



- To help children develop emotional literacy, self-awareness, management of feelings, motivation, empathy, and social skills
- To further promote self-esteem, personal responsibility, tolerance of difference and positive relationships
- To support every child in reaching their potential through developing meaningful behaviours for learning across the curriculum, including helping children to overcome any obstacles to learning
- To encourage the partnership between home and school

Our School Family

Our Conscious Discipline (CD) approach creates a compassionate school climate called the “School Family.” Our school family is made up of “Class Families.” This reinforces a sense of belonging that systematically bonds all members to each other. The School Family creates the building blocks of all relationships: safety and trust. We use daily interactions, especially during difficult moments, to build safety and trust, our aim is to create a School Family where all members are willing to let their guard down and truly connect. The School Family and the powers and skills of CD have a reciprocal relationship, each building on and strengthening the other. The School Family allows us to create a healthy school culture for us to work in and for children to learn in. The School Family:

1. Optimizes brain development.
2. Embeds resilience into the school culture.
3. Helps heal the cycle leading from loss to violence.
4. Fosters conflict resolution skills.
5. Promotes the effectiveness of consequences.
6. Models and teaches our highest values.
7. Models shared power and democracy.
8. Reignites the inherent joy of teaching and learning.

In applying this policy, the school will take into account its duties under the Equality Act 2010 regarding relevant characteristics protected by that act, notably disability. It will also take into account the needs of pupils with special educational needs. The school will also have regard to its safeguarding policy where appropriate.

(More information about the Conscious Discipline approach to classroom management can be found in ‘Conscious Discipline’ by Dr. Becky Bailey or alternatively at <https://consciousdiscipline.com/>)

2. Policy Implementation

All school staff are responsible in implementing the academy policy consistently and fairly throughout the school by setting the standards required to promote positive behaviour.



The senior leadership team of the academy are responsible in ensuring all staff adhere to the behaviour policy and implement effective systems for keeping records of all reported incidents, reporting to governors and parents when required.

Pupils have a responsibility to follow the school rules, as detailed within this policy, show respectful and considerate behaviour to all members of the school community, move safely around the school site, ensure that their behaviour in lessons is conducive to their own and others learning and maintain high standards of behaviour when they are out of school but remaining in school uniform (see further information below)

To support in implementing this policy, the following actions and expectations will be followed:

Uniform

All members of staff will remind the pupils of what is expected as needed. Only school uniform is to be worn. We have an expectation that the blue sweatshirts have the Orchard Meadow Primary logo on it and that children wear black school shoes. We have an expectation that PE kit consists of black or navy shorts/tracksuit bottoms and a white t-shirt. Children are expected to have appropriate shoes for PE.

Routines

Classroom routines are a fundamental source of high expectation, a scaffold for conduct, and a community vision of habits and behaviour. We ensure that routines are established for as many aspects of school life as possible from entering the school, walking around the corridor and general classroom routines that help the safety and flow of our learning environment.

Brain, start, smart

The school day starts at 8.30am where children are expected to be in class completing a silent activity, such as spellings or reading. As the children enter the classroom, they will place their name within a zone from the zones of regulation. Any children who are in the red zone are immediately sought out by the adults in the classroom.

Zones of Regulation

The Zones of Regulation is a conceptual framework used to teach children self-regulation. The Zones are used in every class and learning area across the school. This system is used to categorize complex feelings and improve children's ability to recognise and communicate how they are feeling in a safe, non-judgmental way. It also allows children to tap into strategies or tools to help them move between Zones. All staff monitor Zones throughout the day and respond with appropriate intervention. The Zones of Regulation categorizes states of alertness and emotions into four coloured Zones.

- **The Blue Zone** is used to describe low states of alertness, such as when one feels sad, tired, sick, or bored. This is when a child's brain is moving slowly or sluggishly.
- **The Green Zone** is used to describe a regulated state of alertness. A child may be described as clam, happy, focused or content when in the Green Zone. This is the Zone children need to be in for schoolwork and being social.
- **The Yellow Zone** is also used to describe a heightened state of alertness; however, a child has some control in the Yellow Zone. A child experiencing stress, frustration, anxiety,



excitement, silliness, nervousness, confusion, and may have slightly elevated emotions (such as wiggly, squirmy, or sensory seeking). The Yellow Zone is starting to lose some control.

- **The Red Zone** is used to describe extremely heightened states of alertness or very intense feelings. A child may be experiencing anger, panic, terror, devastation, or elation when in the Red Zone. Being in the Red Zone can be explained by being overwhelmed by feelings and having loss of control.

The whole class participate in the brain, start, smart activities to ensure children feel safe, secure and learning ready. These are a series of activities to unite, de-stress, connect and commit. We will complete mini brain, start, smart activities at key transition points throughout the day, such as after play times, to ensure children are relaxed and ready to learn.

The school day finishes at 3.00pm and children have quiet story time at 2:50pm, daily, before going home.

3. Behaviour expectations

At Orchard Meadow, we want to create a safe environment free from disruption, violence, bullying and any form of harassment. The behaviours we expect from our community are embraced through our 3 B's: Be kind, Be respectful and Be safe. We expect pupils to be kind to each other and to adults. This would be in the way they talk and physically behaviour around the school. We expect respectful learning behaviours and social behaviours so children can learn in a safe, disruption free classrooms and behaviour in a safe way through the school day to ensure that no harm comes to them or others in our school family.

In achieving this we use a number of different tools:

Class charter

The Classroom Charter is a promise that teachers, teaching assistants and children create together for how they want to feel in the classroom, what actions will promote those feelings, and agreed upon actions for how to prevent and manage conflict. The Class Charter is agreed and reviewed every Monday morning in the Class Family Meeting. The Class Charter will always be in line with our school values.

Safe spaces

All classrooms have a Safe Space (for a small proportion of children with identified needs, a safe space may be outside of class). The Safe Space is a comfortable place where children can go to change their inner state from upset to composed to optimise learning. The Safe Space has tools and activities that lead children through the five steps of self-regulation: I Am, I Calm, I Feel, I Choose, I Solve.

- The **I Am** step involves the initial upset when the child becomes the emotion. "I am angry!"



- The **I Calm** step requires active calming, featuring the four main breathing techniques, access to a Friends and Family book, and other calming activities.
- The **I Feel** step includes identifying the feeling with the Feeling chart.
- The **I Choose** step requires the child to consciously choose additional calming activities utilising the [I Choose Self-Control Board](#) and/or class-made choice boards.
- The **I Solve** step involves the child solving the original problem before returning to work or play.

Recognition and Celebration

The emphasis always is on positive behaviour management. Children are motivated by positive recognition and specific attention paid to their efforts and achievements which should be noticed whenever possible for both learning and behaviour.

Recognition will be given to children through naming the value which their behaviour or learning links to. The child will receive a value sticker for this so that the effort can be celebrated at home too.



Rights and Responsibilities

Everyone has the right to be treated respectfully; adults will not shout at children and children are expected to speak politely to them. Children will never be placed in an isolating or shaming situation e.g., no 'time out.' We will keep ourselves and others safe and we will take care of the school environment to make learning possible. Everyone has the right to teach and learn in a respectful and dignified environment.

All staff are responsible for the modelling of good behaviour, positive relationships and dealing with incidents around school in a way that is fair to all children regardless of age, ability, gender, race, or faith. Our Equality Policy is truly clear about our stand against racist and sexist language and every instance of this is recorded.

HIVE and Nurture



Our Mentor and Nurture Teams have a specific role to support children in both a proactive and reactive capacity. This support is carefully monitored and reviewed to ensure we have the appropriate resourcing, intervention and coaching in place for all our children.

If required, Hive staff will call a Team around the Pupil (TAP) meeting which will culminate in an Individual Support Plan (ISP) being written. This ISP will identify what support is required and by whom, to ensure effective provision is in place to meet individual need.

Examples of possible additional provision:

- Support from the Inclusion Team through delivery of interventions
- Adaptations in the classroom environment to meet their needs (wave 1)
- Referrals to external agencies
- Early Help Assessment (EHA) with our Pastoral team

Responsive work allows our children's behaviours to be met in a safe and identified space, with unconditional positive regard always offered. Anytime a member of the Mentor team is requested to support a child, there will be a detailed log of the call and follow up support (CPOMS). The aim of the support is to engage with the child and offer co-regulation strategies and be able to re-access their learning as soon as possible. Restorative conversations are always prioritised by the teacher who requested the support. If the child is unable to re-access the lesson from which they have left, the aim will be for the lesson to 'go live' or work completed with the support of HIVE staff outside of the classroom.

4. Sanctions

We respond to unproductive or negative behaviour with gradual and graded strategies and interventions which aid de-escalation and serve to ensure a safe and purposeful learning environment for all.

Resolving conflict, redirecting unproductive (or destructive) behaviour, and responding to antisocial behaviour in a just, productive, and proportional way teaches children how to shape behaviour and eventually leads to the development of self-regulation skills. Fitting the consequence to the child, the situation, and the context rather than a blanket approach supports equality and equity within our community. Sanctions can range from a 'natural' consequence of fixing something which has been broken to more formal internal or external exclusions.

Consequences will always be proportionate with a view to correcting negative behaviour.

All of our guidance, sanctions and restorative conversations with children will always relate back to our 3 fundamentals:



The class teacher can ask the child to move to the Safe Place in the classroom. If a child's behaviour does not improve, the member of SLT/ Inclusion Team (Hive) on duty will support the child, either in class or in a quieter space. Within this time, the member of SLT/Inclusion Team will discuss with the child how to repair their behaviours and provide them the opportunity to self-regulate. The focus for the child will be emotional regulation being sustained. Once this has been achieved the focus will be on the child re-engaging with class learning, wither back in the classroom or via live link using the Chromebooks.

If a child's behaviour and/or emotional regulation does not improve or becomes increasingly negative, we may call parents to come to school to support with a 'reset'. Once a behaviour incident has reached the level of needing to come out of the whole class learning space, school staff will always discuss forward planning with parents.

Behaviour choices resulting in uncompleted work

Children who have not followed the behaviour expectations may be required to complete work, where their behaviour has disrupted their learning. This will be completed at the earliest opportunity, either in the child's break or lunch time. The child will never be expected to miss their entire break/lunchtime and the class teacher responsible for the child will always ensure that they have had a reasonable time to eat, drink and use the toilet.

In most incidences, the time taken to finish uncompleted work will be no longer than 10 minutes.

Internal exclusions (where a child completes their work in school but under the supervision of a member of senior leadership team away from the child's usual class), will be to reinforce our message to 'be safe'. If a child leaves class without permission and without valid reason and subsequently refuses to access class or a safe space, an internal exclusion may be arranged.

The power to discipline beyond the school gate

Be aware and specify that the behaviour policy can extend to activities outside the school day and off the school premises when the pupil is:

- taking part in any school organised or school related activity
- travelling to or from school
- wearing school uniform
- in some other way identifiable as a pupil at the school.

Even where the four conditions above do not apply, the behaviour policy can extend to any misbehaviour which could have repercussions for the orderly running of the school, pose a threat to another pupil, or member of the public, or could adversely affect the reputation of the school, and that broad definition should be included to give the school maximum control over issues such as bullying. Orchard Meadow Primary will use the same set of sanctions in line with 'in school' behaviours for misbehaviours reported off site. Circumstances such as cyber bullying or misuse of social media platforms and communication via messaging apps will also be investigated, supported and sanctioned following procedures set out in this policy.



Serious/significant Incidents

- Verbal or physical abuse of staff or pupils
- Fighting
- Possession or use of alcohol/drugs/bringing into school dangerous items
- Deliberate damage to school or others' possessions
- Bullying, Sexualised or racist behaviour
- Making malicious unfounded allegations against a member of staff
- Walking out of class/school without permission

School staff have the following support to deal with these behaviours:

- Parent meetings
- Restorative Meetings
- Internal isolation
- Governors Warning
- Fixed term/ Permanent exclusion

The school strongly believes in restorative process as a means of restoring relationships that have been damaged. If you have been involved in serious incident, you may well be asked if you would like to take part in a restorative meeting.

All significant events will be recorded and reported. Records will be brief, precise, accurate and relevant. Any witness evidence will be in writing, signed and dated.

The school works closely with the Thames Valley Police (TVP) to assist us in ensuring that our pupils are safe both in the school and in the local community. They will give advice, information and support to pupils, as appropriate, and their families. The school and TVP share information to this end. Where a criminal offence is known by the school to have taken place either in or outside school this information will be passed to TVP.

Recording and reporting procedures

All behaviour incidents are recorded on our internal electronic system. School staff will enter actions as soon as possible. When entering, staff will ensure they record facts only not emotions as documentation has a large audience including parents and outside agencies.

There will be systematic tracking of pupils by, for example, gender and ethnic or natural origin; by cultural, religious or sexuality allegiance; and of pupils with special educational need or disability, 'Children we care for', Ever6 & FSM and pupils 'at risk' known as Nurture Pupils .

The Head Teacher will not only ensure that efficient systems are in place for record keeping, but that effective actions are taken to support and encourage positive behaviour, for example, from analyses of logs of incidents.

Records will be archived normally for 5 years but for 10 years in exceptional circumstances. Incidents where a child has needed restrictive physical intervention will be kept in school for 75 years and recorded on the school's electronic system.



5. Graduated Approach

We respond to unproductive or negative behaviour with gradual and graded strategies and interventions which aid de-escalation and serve to ensure a safe and purposeful learning environment for all. Resolving conflict, redirecting unproductive (or destructive) behaviour, and responding to antisocial behaviour in a just, productive and proportional way teaches children how to shape behaviour and eventually leads to the development of self - regulation skills .

We use PACE (playful, acceptance, curious, empathetic) scripts and engagement in conjunction with other strategies.

All staff use a consistent way of informing pupils of consequences for example:

- What are they doing wrong - reminder
- The consequence of the behaviour on themselves and others
- What you would like them to do next

If a child has had a physical incident on the playground restorative language will be used to set targets for the following day. Teachers will make contact with parents to share what has happened and the steps to repair this behaviour choice the following day.

Prohibited items and searches

The law relating to searches

Schools have the statutory power to undertake a search of a pupil or their possessions (without their consent) if there are reasonable grounds to believe that the pupil may be carrying a dangerous or banned substance or object, e.g. a weapon or illegal drug, or any other item which might pose a serious risk to the safety of that pupil and/or others. The specific items which can be searched for without consent are specified on page 11 of the DfE's [Behaviour and Discipline in Schools Guidance](#) with more detailed information provided in [Screening, Searching and Confiscation – advice for Headteachers, staff and governing bodies](#). This includes “any item banned by the school rules which has been identified in the rules as an item which may be searched for” (“Specific Banned Items”).

The screening and searching advice details what should be done with items that have been confiscated during a search, including the circumstances under which the police should be involved, and when the use of force can be applied.

Consequently, schools should note that it may also be necessary to undertake a search of a pupil's possessions to check for property not covered by the statutory power but identified in the school's behaviour policy as an item which may be searched for. If an item is **not** listed in the school's behaviour policy under this heading then a search cannot be conducted without consent from the pupil. Consequently it is vital to include any specific banned item not on the DfE's standard list in the school's policy if it is likely to cause a problem to maintaining order in the school to the extent where a search without consent may be needed.



Only the Headteacher¹ or a member of school staff authorised by the Headteacher, can undertake the search of a pupil and there must be a witness (also a staff member). The person carrying out the search should be the same sex as the pupil being searched, as, ideally should be the witness. There is a limited exception to this rule (where a search can be carried out on a pupil of the opposite sex and / or without a witness) only where the Headteacher or authorised member of staff reasonably believes that there is a risk that serious harm will be caused to the person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

Any searches of a pupil's own person or of their possessions must be carried out with due consideration for the pupil's personal dignity, health and safety, the school's Safeguarding policy, United Learning staff-pupil relations guidance, and the school's own Equal Opportunities policy. There may be rare instances where a child with a specific SEND diagnosis requires a different approach. For example, the school may refrain from searching, unless in an emergency, if a child is tactile defensive or has a sensory sensitivity which means that a search may significantly escalate a situation. This would mean dealing with the situation in a different way, bespoke to the needs of the child.

Any such searches must always be viewed as a last resort, when other methods of investigation and communication have failed and only if absolutely necessary, such as in extreme situations where leaving a pupil with such a suspected item could pose risks to others (or to that pupil). It is hoped that in the great majority of instances, there will be no need for a search to be carried out.

Any staff authorised to carry out searches must have had sufficient training to enable them to carry out their responsibilities.

Searches without Consent

The following items are banned in school and students may be searched for them without their consent and without the consent of their parents:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used:
 - i) to commit an offence,
 - ii) to cause personal injury to, or damage to the property of, any person (including the pupil).

Members of staff can use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Such force **cannot** be used to search for other items that a school has decided to ban



under its behaviour policy. However physical resistance by a student to a search for those latter items can itself be subject to behavioural sanctions.

Before a member of staff carries out a search without consent, the member of staff must reasonably suspect that the student has the prohibited item in his/her possession. Only staff members authorised by the Headteacher may carry out searches without consent.

Where an item prohibited by this behaviour policy is seized as the result of a search and it is an electronic device such as a mobile telephone, the member of staff who seized the item may inspect the data on it, if he/she thinks that there is a good reason to do so. For this purpose, the member of staff has a good reason if he/she reasonably suspects that the data or file on the device in question has been or could be used to cause harm, to disrupt teaching or break the school rules. The school also reserves the right to inspect data on any electronic device which is confiscated by a member of staff. The school is entitled to retain the device if it contains material which has been or could be used to cause harm to disrupt teaching or break the school rules.

School staff can seize any prohibited item found as a result of a search and can also seize any item, however found, which they consider harmful or detrimental to school discipline. When deciding what to do with a prohibited item, the school will act in line with statutory guidance issued by the Department for Education.

Confiscation of articles

School staff have the power to confiscate property from students under their general right to discipline contained in s91 of the Education and Inspections Act 2006.

Disposal or retention of articles confiscated from students

The academy will follow the Department for Education guidance 'Screening Searching and Confiscation - advice for headteachers, staff and governing bodies' (<https://www.gov.uk/government/publications/searching-screening-and-confiscation>) in deciding what to do with confiscated items.

6. Drugs

Confiscation of drugs

Any drugs found will be confiscated by staff who will dispose of them in accordance with guidance issued by the Department for Education.

Similarly, any drugs-related paraphernalia such as needles will be disposed of in a prudent manner.

The school may carry out searches for drugs in accordance with this policy.

Parental involvement



Usually the school will inform parents/carers when their child has been found to be involved in drugs but where there are potential safeguarding issues the school must act in the best interests of the child which may mean a decision not to inform parents. Such a decision will be taken very seriously and usually with the benefit of legal advice.

7. Bullying

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. It may involve an imbalance of power between the perpetrator and the victim. Bullying will not be tolerated at the academy.

The school works to recognise that there are 2 types of incidents that can happen to pupils and that the two should be recorded separately:

1. Acts of Bullying- this is where a child or group choose to purposely and repeatedly bully another member of the community.
2. Acts of Unkindness – these are a one-off incident that have caused harm to another member of the school community.

Both bullying and incidents of unkindness of any kind is treated seriously at Orchard Meadow Primary. Pupils should report bullying by completing a referral form from their teacher, these are then logged. Staff will investigate the allegations and decide on the best action.

Orchard Meadow Primary will endeavour to resolve all incidents of harm through restorative principles. This decision is due to recognising the importance of educating children in making the right choices by making them aware of how and why others are affected by their choices.

The school will provide education in the PSHE curriculum in lessons, around the impact and consequences of bullying in its different forms. The Inclusion team may use restorative process to deal with a relationship breakdown, as a means of supporting the 'victim' of bullying and educating the 'offender' of the consequences of such actions. You can request a restorative meeting by making contact with the Inclusion Team in the first instance.

All bullying or Incidents of Unkindness are logged through CPOMS, so they can be monitored and analysed for patterns and to make sure actions taken are having an impact in reducing incidents.

As member of the Orchard Meadow Primary community, if you hear of any claims of bullying/unkindness then make sure you listen and pass on the information to the relevant class teacher or inclusion team, even if you feel you have resolved the situation.

Please see further information in the schools anti-bullying policy.

8. Use of social media

Below outlines expectations of use for all forms of social media for both school purposes and personal use that may affect the school, pupils or staff in any way.

It is expected that when using social media, children will ensure that the following does not occur:

- damage to the school or its reputation, even indirectly
- use that may defame school staff or any third party
- use that may harass, bully or unlawfully discriminate against staff, other pupils or third parties
- false or misleading statements
- use that impersonates staff, other pupils or third parties
- expressing opinions on the school's behalf
- using school logos or trademarks.

Reports of the misuse of social media should be directed to the Inclusion Team or Headteacher. It is expected that where children use social media platforms these are monitored by an adult and that they are responsible in the use of these platforms. The misuse of a social media platform will result in disciplinary sanctions.

In line with government guidance relating to the Prevent Duty, children must be kept safe from terrorist and extremist material and suitable filtering within school is in place.

9. Use of reasonable force

The use of physical contact, care, comfort, reassurance and Restrictive Physical Intervention (RPI)

At Orchard Meadow Primary, our aim is to provide clear guidance to school staff on the use of physical contact. We want staff to be able to meet the needs of the children with confidence, whilst safeguarding themselves and those in their care.

Members of staff have the power to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, to prevent damage to property and to maintain discipline.

Physical contact is necessary and justifiable when it meets the needs of the pupil. School staff recognise that physical contact is an integral part of the job, for example when teaching physical skills such as swimming and gymnastics, various forms of therapy, the administration of first aid and providing comfort, care and reassurance.

On occasions school staff may need to use reasonable force to prompt, guide or hold children. *“Reasonable force – using no more force than needed. Restraint means to hold back physically or bring a student under control”* (Use of reasonable force advice or head teachers, staff and governing bodies, DFE, 2012, pg 2)

Staff do this in order to help children keep people safe. School staff maintain a duty of care and make decisions based on the best interests of the children. Duty of care, along with the rights to use reasonable force comes automatically with being given control or charge of pupils. Staff use



dynamic and planned risk assessments to reduce risks while keeping the best interest of the child as the paramount concern.

The school may ask for assistance from Thames Valley Police if deemed necessary.

Where the use of force, i.e. restrictive physical intervention has been used more than once with a particular child it starts to become a foreseeable risk and therefore requires planning to reduce the chances of it being used again. Where restrictive physical intervention has been used more than once with a particular child, the school will write a positive handling plan and share this with the parents.

10. Exclusions

Exclusion is a very serious sanction and the decision to exclude is not taken lightly. To ensure good order and behaviour for learning it may be necessary to exclude students from the premises for a fixed term or permanently. Exclusion is the ultimate sanction. The decision to exclude a pupil from the school is made only by the Headteacher or in his/her absence, the designated teacher in charge.

Note that in applying this policy, the school will adhere to current legislation, including the Equality Act 2010. The school is obliged to have regard to the DfE guidance on exclusions, where section 1 makes specific reference to the Equalities Act. These duties need to be complied with when deciding whether to exclude a pupil.

Orchard Meadow Primary will also ensure that policies and practices do not discriminate against pupils by **unfairly increasing their risk of exclusion**. Provisions within the Equality Act will ensure Orchard Meadow Primary takes positive action to deal with particular disadvantages, needs, or low participation.

The head teacher and governing body will comply with their statutory duties in relation to SEN when administering the exclusion process, including having regard to the SEND Code of Practice.

The exclusion policy relates to behaviour not only in school but also to behaviour out of school: for example travelling to and from school; on school trips; work experience placement etc.

Types of Exclusion

Internal exclusions (where a child completes their work in school but under the supervision of a member of senior leadership team away from the child's usual class), will be to reinforce our message to 'be safe'. If a child leaves class without permission and without valid reason and subsequently refuses to access class or a safe space, an internal exclusion will be arranged.

Fixed Term Exclusion



A fixed-term exclusion may apply for a single occurrence of serious misconduct or for persistent misbehaviour. A child may be sent home following an incident mid-way through the school day, if this occurs prior to lunchtime, the exclusion will be at least equivalent to a half day exclusion.

Repeated use of fixed-term exclusion for children with an EHCP (and potentially those on SEN Support (especially those undergoing statutory assessment and likely to get an EHCP)) could be considered ineffective or failing to sufficiently meet a child's needs. There is an expectation that where this is occurring, schools should ensure the SENCO is involved as part of a behaviour intervention and planning process to elicit different approaches to improving the child's behaviour. This may involve advice from colleagues / specialists such as an educational psychologist, speech and language therapist, literacy specialist etc.

Permanent exclusion

Permanent exclusion will normally be used as a last resort in response to serious or persistent breaches of the school's behaviour policy. It may, however, be an appropriate sanction for a single incident of extreme misconduct.

Any investigation around a fixed term or permanent exclusion will be conducted in accordance with the following principles:-

To be thorough: witnesses to be questioned and statements taken; the accused to be given the opportunity to have his/her say.

Each case will be judged on the facts and the context taking into account:

- The degree of severity of the offence;
- The likelihood of re-occurrence;
- The student's previous behavioural record;
- Contributory factors (e.g. recent bereavement, mental health issues, bullying, special educational needs and disabilities, harassment);
- Support provided;
- Take into account the school behaviour policy, special educational needs policy and equality law obligations.

The decision to exclude will be made after a review of the evidence available and will be on the balance of probabilities - i.e. is it more probable than not that the accused acted as alleged – and in response to a serious or persistent breaches of the school's behaviour policy and where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.

Parents are informed of the school's decision to exclude a child by telephone and invited in to discuss the incident as soon as possible. They will then receive a letter if their child is excluded which details the reason for exclusion, the length of exclusion and who to direct any queries or concerns to around the decision to exclude if necessary.



Parents are legally responsible for their child for the first 5 days of any exclusion and they must be at home during this period. After 6 days the school will make arrangements with the parents in offering education.

Following an exclusion, parents are expected to attend a reintegration meeting with a member of the senior leadership team on return from any exclusion. Pupils are then monitored on a behaviour plan, reporting to a member of the Senior Leadership Team following exclusion.

For further details and guidance around exclusions, please see Orchard Meadow Primary's Exclusion Policy.



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