



*STGPS, Camberwell*

# Behaviour Policy 2023

## Contents

Aims .....	3
The aims of this policy and its implementation is to: .....	3
Protected Characteristics.....	3
St George’s Behaviour System .....	4
The School Rules .....	5
Language .....	6
EARLY YEARS FOUNDATION STAGE (RECEPTION).....	7
Restorative Follow Up.....	8
Positive Strategies to Achieve St. George’s School Values .....	9
Reflection Area: .....	9
Recording Behaviour Incidents .....	10
Individual Behaviour Report Plan -Appendix 2 .....	10
Refusal to go to the Reflection Area.....	10
Significant Incident.....	10
Bullying.....	15
Expectations.....	17
PHYSICAL RESTRAINT .....	17
Health and Safety.....	19
Behaviour Outside School.....	19
Suspension .....	19
Children with Special Educational Needs and Disabled Pupils .....	21
Procedure for Review .....	21

## Purpose

It is the right of every child at St. George's CE Primary School to feel safe and secure in their learning environment and have every opportunity to enjoy learning without distraction from others.

It is the right of every teacher and adult at St. George's to be able to teach without obstruction and to work in a mutually respectful environment.

At St. George's we:

- teach responsible behaviour to our pupils using a range of strategies
- raise pupil self-esteem and awareness of wider community and societal expectations of good manners and personal conduct
- be explicit about what adults and pupils in the school can expect from each other
- integrate behaviour management into all areas of school life through a structured and consistently applied hierarchy of praise and sanction.

## Aims

The aims of this policy and its implementation is to:

- support behaviour through the distinctive Christian ethos of the school
- work together to ensure the success of the child
- create understanding and openness in home/school relationships
- help parents to play a positive role in supporting the work of the school
- encourage opportunities for parents and staff to exchange information, ideas and opinions
- work with parents to overcome barriers to their child's behaviour
- ensure all members of school community act as role models for the children at St. George's, including the children themselves

## Protected Characteristics

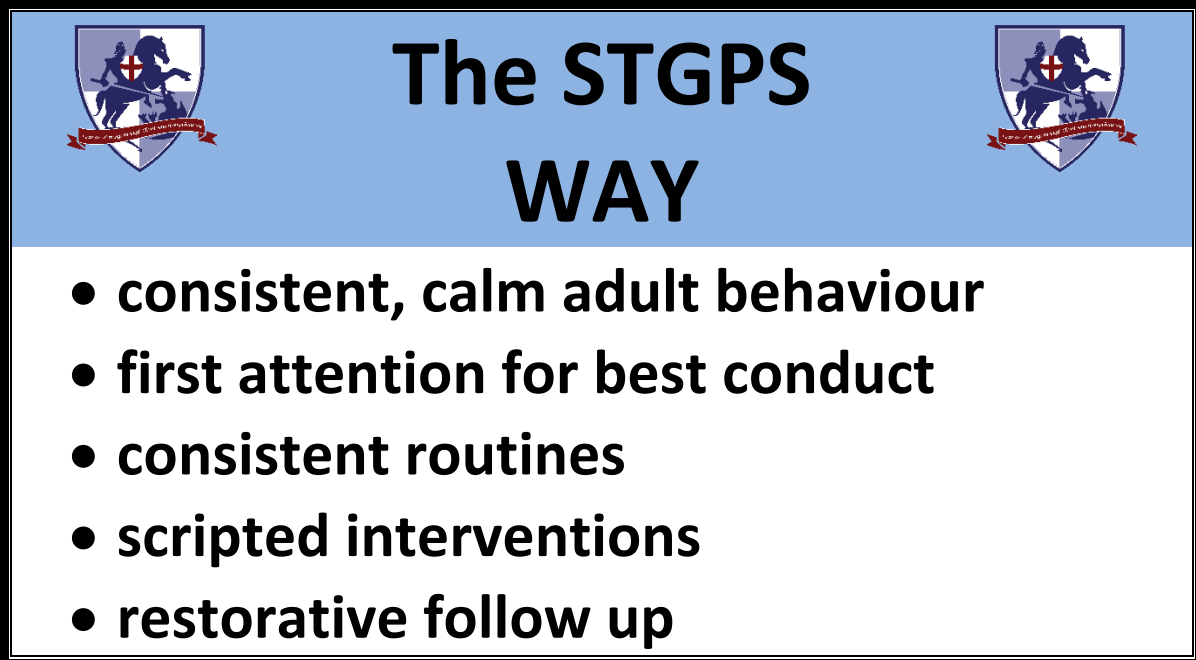
It is unlawful for the school and pupils to discriminate against a person by treating them less favourably because of their:

- age
- disability
- gender
- gender identity
- marriage and civil partnership
- pregnancy
- race
- religion
- sexual orientation

## St George's Behaviour System

St George's recognises and promotes good behaviour and behaviours for learning, as we believe that this will develop an ethos of kindness and cooperation. This policy is designed to encourage good behaviour, rather than merely deter anti-social behaviour. It is fundamental to this policy that all staff have a duty to maintain good order and high standards of behaviour at all times, in all parts of the school and with all children.

The behaviour management in this school is underpinned by all staff following 'The STGPS Way' approach to behaviour management. 'The STGPS Way' posters are displayed all around the school.

The poster features a blue header with the school crest on both sides. The crest depicts a knight on a horse with a red cross on his shield, and a banner below it with the motto 'Nemo prope sequitur'. The main title 'The STGPS WAY' is centered in large, bold, black letters. Below the title, a white box contains a bulleted list of five key principles of the behavior system.

**The STGPS WAY**

- **consistent, calm adult behaviour**
- **first attention for best conduct**
- **consistent routines**
- **scripted interventions**
- **restorative follow up**

## The School Rules

There are three school rules which all children are expected to adhere to. They are displayed prominently in the school and reinforced positively at every opportunity. If a child chooses not to adhere to these three simple rules, there is a 'Classroom Plan' which the staff will work through with the child.





# School Rules



## Ready

## Respectful

## Safe

<div style="display: flex; justify-content: space-between;"><h2 style="text-align: center; margin: 0;">Classroom Plan</h2></div>	
Reminder	A reminder of the three simple rules (Ready, Respectful, Safe) delivered in private if possible. Use proximity praise first.
Caution	Speak to the child and give them a final opportunity to engage. Offer a positive choice. Use the 30 second scripted interventions. Use correcting behaviour language.
Class Charts record	Speak to the child and give them a final opportunity to engage. Offer a positive choice. Use 30 second scripted intervention. If behaviour persists it is recorded on the school behaviour system. Parents are informed via the class chart app.
Loss of playtime and removal to another class as appropriate	Child is taken to the reflective table outside the office. Teacher /TA hold a restorative meeting with child to reiterate why the behaviour was not appropriate.
Any red behaviour - stage 3 upwards is recorded on class chart and a meeting with parents	Meeting with parents and a member of SLT SLT intervention as appropriate.

## Language

At St George's we approach behaviour management calmly and consistently at all times. The focus when tackling children's behaviour should be on the following principles:

- use your voice and facial expressions firmly but calmly
- listen
- focus on the 3 school rules by reinforcing them verbally
- be explicit that any consequence is given for a choice – including what the consequence is for
- we focus on the behaviour not the child

These principles enable children's behaviour to be dealt with calmly and consistently in a way that is safe for all children.



# 30 Second Intervention



- You need to ... (speak to me at the side of the room)
- I need to see you ... (following the agreed routine)
- I expect ... (to see your table tidy in the next two minutes)
- I know that you will... (begin doing your writing)
- Thank you for ... (sitting up straight and not rocking on your chair)
- I have heard what you said, now you must ... (collect your things calmly and move to the thinking spot)
- We will ... (have a better day tomorrow)
- It's time to ... (start your work)
- Remember, the rule is ... (ready, respectful, safe)

## EARLY YEARS FOUNDATION STAGE (RECEPTION)

Positive behaviour in the Early Years Foundation Stage (EYFS) is modelled at every opportunity and children are taught to make good choices. We aim to teach the children about right and wrong and for them to develop their own understanding of this and why it is important to distinguish between the two.

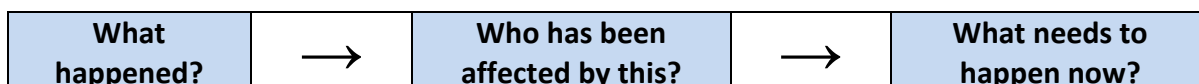
Using child appropriate language, we explain the boundaries and limits that exist within the setting and this helps them to understand why we have rules which we formulate with the children. We emphasise the need for rules to keep us safe and secure in the setting.



During their time in the EYFS, the children will develop their learning about the impact of their words and actions both on themselves and others around them. This then ensures that they should make good behaviour choices at all times and without adult intervention.

In Reception, children are actively encouraged to follow the rules and make good choices with key words or visual prompts. We mostly reward good behaviour to help diffuse the bad but, on the occasions when a child has broken a rule, they are spoken to by the adult who has witnessed the event. Children in Reception will follow the 'Classroom Plan' up to stage 3. At stage 3, the children will go to the thinking spot for 5 minutes. If a child continues to disrupt in class after being on the thinking spot then a member of SLT may be called to speak to the child or in the event of a serious rule break, the Headteacher or member of SLT will be called for.

## Restorative Follow Up

In order to ensure that all relationships between adults and children are repaired after a child has reached stage 4 or 5 of the 'Classroom Plan', or been involved in a serious incident, it is necessary that the adult and child/ren involved have a restorative follow-up meeting. These meetings should be seen as priority meetings. They should be conducted in a calm, friendly environment which will encourage good dialogue between the adults and children involved. Younger children may need prompting with some of their answers. The meeting has 3 main elements, listed below:



	<h1>Restorative Follow Up</h1>	
<ul style="list-style-type: none"><li>• What happened?</li><li>• What were you thinking at the time?</li><li>• What have you thought since?</li><li>• How did this make you feel?</li><li>• Who has been affected?</li><li>• How have they been affected?</li><li>• What should we do to put things right?</li><li>• How can we do things differently in the future?</li></ul>		



## Positive Strategies to Achieve St. George's School Values



# REWARDS



- Class Charts positive praise points
- individual rewards earned the positive points
- positive message to parents via Class Charts
- computing time
- VIC parties/trips/disco
- end of term good behaviour certificates

### Reflection Area:

The 'Reflection Area' operates on a daily basis at breaktime and lunchtime and is overseen by a member of SLT.

Reaching the 4th stage or 5th stage of the 'Classroom Plan'; or children in the 'Reflection Area' will either catch up on work that they have missed in class or read appropriate books.

<b>Time in Reflection Area KS1 10 minutes - KS2 15 minutes</b>	<b>Entire lunchtime</b>
<ul style="list-style-type: none"><li>• stage 4 or 5 of the Classroom Plan;</li></ul>	<ul style="list-style-type: none"><li>• refusal to move to partner room at stage 4 or 5 of the classroom plan;</li><li>• fighting;</li><li>• threatening behaviour including bullying (persistent and ongoing nature);</li><li>• theft;</li><li>• prejudicial behaviour (including: racism, sexism, prejudice based on religion, homophobia, etc);</li><li>• vandalism of school property.</li></ul>

The teacher will log on Class Charts any children attending the reflection area. Where possible children will attend the Reflection area on the same day as their offence. If, however, the offence is at the end of lunchtime or in the afternoon session then the child will have to attend the reflection area the following day.

## Recording Behaviour Incidents

Class teachers are responsible for maintaining class behaviour records on class charts. Every time that a child progresses through the Classroom Plan, the teacher (or Teaching Assistant) should record the relevant details on the child's class chart. If a child gets to the 4th or 5th stage of the Classroom Plan, the class teacher must inform the parents (at the end of the day) that the child has been disrupting other children's learning and has been to/will be going to the Reflection area. SLT will monitor class teachers' class files to ensure that the Class charts are being updated daily.

## Individual Behaviour Report Plan -Appendix 2

Some children may find it difficult to follow the school rules and be disruptive in class or in the playground. If a child's behaviour is disruptive on a regular basis, the class teacher should raise this with a member of SLT. SLT may decide that the child should be placed on an Individual Behaviour Plan (IBP). A meeting should be convened and attended by: teacher, TA, parents, SLT and child. At the meeting, targets are agreed and an IBP form is completed. IBP should be reviewed on a regular basis (3-4 weeks) or at least on a half termly basis. Any child who is on an IBP will need to have an ABC Behaviour Log (appendix 5) that is completed for any incidents of negative behaviour. These logs must be photocopied and shared with parents on a daily basis. Children on an IBP will usually have a daily or weekly target sheet that needs to be completed by all adults working with that child.

## Refusal to go to the Reflection Area

If a pupil refuses to go to the Reflection Room, parents should be contacted and asked to come to school for an immediate meeting with SLT. The pupil will have to attend the Reflection Room the following lunchtime.

## Significant Incident

For incidents 'beyond' Red behaviours.

Examples of significant incidents

- homophobic language
- racist language
- excessive aggression
- restraint
- bullying

Any child involved in a significant incident (and any victims) should be taken to the Headteacher or a member of SLT. They will investigate the incident, log it on the Class Charts and decide on an appropriate consequence. The consequence for significant incidents may often be internal Suspensions or fixed term Suspensions.

	Behaviour	Appropriate Sanctions	Comments
Stage 1	<ul style="list-style-type: none"> <li>● Calling out</li> <li>● Wandering about classroom</li> <li>● Running in the school building</li> <li>● Interrupting other pupils</li> <li>● Ignoring minor instructions</li> <li>● Silly noises/Minor Annoyances</li> <li>● Pushing in the line</li> <li>● Talking during silent work</li> <li>● Minor Playground Incidents</li> </ul>	<ul style="list-style-type: none"> <li>● Eye contact</li> <li>● Reminders</li> <li>● Verbal telling off</li> <li>● Statement of inappropriate behaviour and consequences for repeating it</li> <li>● Change of seating</li> <li>● 5-minute playground cool down period</li> <li>● Tactically ignore</li> </ul>	<ul style="list-style-type: none"> <li>● Not recorded.</li> <li>● No other staff members involved.</li> <li>● TA &amp; Teachers on duty deal with playground incidents</li> <li>● After 3 repetitions within a small time frame then move to stage 2</li> </ul>
Stage 2	<ul style="list-style-type: none"> <li>● Repeated stage 1 behaviour</li> <li>● Eating sweets in school</li> <li>● Refusal to work/Unacceptable output</li> <li>● Deliberate disruption</li> <li>● Accidental damage through carelessness</li> <li>● Cheek, off-hand comments</li> <li>● Minor challenge to authority</li> <li>● Minor, non-directed swearing</li> <li>● Repeatedly annoying other children</li> <li>● Playground skirmish</li> <li>● Being in a building unauthorised</li> <li>● Spitting</li> <li>● Wearing of non-uniform jewellery</li> <li>● Bringing in inappropriate toys etc.</li> </ul>	<ul style="list-style-type: none"> <li>● Separation from the rest of the class within classroom</li> <li>● Child to stand apart from class group</li> <li>● 5 - 20 minute Lunchtime/playtime detentions to complete unfinished work/complete pupil behaviour frame</li> <li>● Repair/clean up of damage.</li> <li>● Sweets or foodstuffs will be confiscated and given back end of the day</li> <li>● Jewellery, toys, cards etc. will be confiscated and returned to pupil at the end of the day.</li> <li>● Consider a chart – according to the child's needs.</li> </ul>	<ul style="list-style-type: none"> <li>● TA/Teacher on duty to report playground incident in incident book</li> <li>● Repeated incidents within a short time frame to be reported to appropriate senior member of staff on site (if on site) or other appropriate senior member of staff.</li> <li>● Repeated incidences in the playground – consider sending inside.</li> <li>● Repeated incidences in general – refer to SENCo for discussion</li> </ul>

<p><b>S t a g e 3</b></p>	<ul style="list-style-type: none"> <li>● Repeated Stage 2 Behaviour</li> <li>● Deliberately throwing small objects with intention of harming or breaking them.</li> <li>● Harming someone</li> <li>● Damage to school/pupil property</li> <li>● Leaving class without permission</li> <li>● Repeated refusal to do set tasks</li> <li>● Deliberate rudeness to adults</li> <li>● Harmful/offensive name calling/Directed swearing at another child</li> <li>● Bullying</li> <li>● Less serious playground incidents/play-fighting</li> <li>● Not handing in mobile phones or other electronic devices</li> </ul>	<ul style="list-style-type: none"> <li>● Informal contact with parents by class teacher</li> <li>● Separation from the rest of the class - external from classroom</li> <li>● Writing a letter of apology during playtime/breaktime</li> <li>● A behaviour chart monitored by appropriate senior member of staff on site, copy sent home at end of week to parent</li> <li>● Internal Suspension/Playground Suspension/ complete pupil behaviour frame</li> <li>● Withdrawal from whole school events e.g. trips</li> <li>● Confiscation possibly as a result of a search</li> </ul>	<ul style="list-style-type: none"> <li>● Parental contact</li> <li>● Reported to appropriate senior member of staff on site. Repeated incidents within a short time frame to be reported to appropriate senior member of staff on site</li> <li>● Item that has been confiscated to be kept locked in the office and returned to the parent only</li> <li>● Repeated incidences refer to SENCo</li> </ul>
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<p style="text-align: center;">S t a g e 4</p>	<ul style="list-style-type: none"> <li>● Repeated Stage 3 Behaviour</li> <li>● Repeatedly leaving the classroom without permission</li> <li>● Fighting in the classroom</li> <li>● More serious playground incidents/fighting</li> <li>● Serious fighting &amp; intentional physical harm to other children</li> <li>● Throwing large dangerous objects</li> <li>● Serious challenge to authority</li> <li>● Verbal abuse/swearing to any staff or parent</li> <li>● Bringing the school into disrepute e.g. on public transport, road.</li> <li>● Vandalism/Graffiti</li> <li>● Stealing</li> <li>● Persistent bullying</li> <li>● Racist incidents (1 day internal usually)</li> <li>● Truancy</li> <li>● Malicious or inappropriate use of new technologies</li> </ul>	<ul style="list-style-type: none"> <li>● Formal telephone call/contact/ letter/ meeting with parents by above.</li> <li>● Possible recompense for damaged/stolen property from parent</li> <li>● School 'community service'</li> <li>● A behaviour chart monitored by appropriate senior member of staff on site copy sent home at end of week to parent</li> <li>● Daily home school behaviour book</li> <li>● Possible denial of technology access rights</li> <li>● Possible fixed term Suspension up to 15 days/Permanent Suspension</li> <li>● Suspension from site at lunchtimes</li> <li>● After school/weekend detentions</li> <li>● Withdrawal from whole school events e.g. trips</li> <li>● Internal Suspensions on site for a period of 3 or 5 days</li> </ul>	<ul style="list-style-type: none"> <li>● Requires immediate involvement of Headteacher/Deputy and may involve positive handling techniques</li> <li>● If persistent, liaison with school SENCo to identify whether behaviours being displayed reflect an underlying emotional, social or mental need for which a child needs additional support. In these cases, child to be placed on SEN register and to access additional support, such as a mentor, and, where appropriate, CAF to be completed to access additional services e.g. CAMHS.'</li> <li>● Incidents recorded</li> <li>● Parental contact recorded circulated</li> <li>● Repeated Suspensions should be brought to SLT to think about Managed Move.</li> <li>● Persistent stage 3/stage 4 behaviours – SLT complete a chronology (interventions, meetings, incidents) for child to ascertain what other support must be put in place urgently to avoid Suspensions. Children placed on the 'at risk of Suspension register'</li> </ul>
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<p><b>S t a g e 5</b></p>	<ul style="list-style-type: none"> <li>● Repeated Stage 4 Behaviour</li> <li>● Extreme danger or violence</li> <li>● Very serious challenge to authority</li> <li>● Verbal physical abuse to any staff</li> <li>● Running out of school</li> <li>● Possession of a weapon considered to be dangerous by an adult at St. George's.</li> <li>● Possession of illegal drugs</li> </ul>	<ul style="list-style-type: none"> <li>● Immediate Suspension, internal, fixed term or permanent. (see below)</li> </ul>	<ul style="list-style-type: none"> <li>● Requires immediate involvement of Headteacher/Deputy and may involve positive handling techniques</li> <li>● Parallel Procedures for official out of school activities (AP)</li> <li>● Could also be managed move depending on context.</li> </ul>
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## Bullying

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

- deliberately hurtful
- repeated, often over a period of time
- difficult to defend against

Type of bullying	Definition
Emotional	<ul style="list-style-type: none"><li>● being unfriendly, excluding, tormenting</li></ul>
Physical	<ul style="list-style-type: none"><li>● hitting, kicking, pushing, taking another's belongings, any use of violence</li></ul>
Racial	<ul style="list-style-type: none"><li>● racial taunts, graffiti, gestures</li></ul>
Sexual	<ul style="list-style-type: none"><li>● explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching</li></ul>
Direct or indirect verbal	<ul style="list-style-type: none"><li>● name-calling, sarcasm, spreading rumours, teasing</li></ul>
Cyber-bullying	<ul style="list-style-type: none"><li>● bullying that takes place online, such as through social networking sites, messaging apps or gaming sites</li></ul>

### The No Blame Approach to Bullying

This approach aims to tap into the children's capacity for empathy; using the way they feel rather than relying on external rewards or sanctions. Parents who feel that such an approach is too 'soft' on the bully, may need help to see that making children want to change is much more likely to be effective in the long run than instant punishments which are quickly forgotten. This approach pays little attention to what 'actually happened' as it is more concerned with moving things on than going over the past. This method involves the following steps.

#### Interview with The Victim/S

When the teacher finds out that bullying has happened s/he starts by talking to the victim about his/her feelings. S/he does not question him about the incidents but she does need to know who was involved. Interview the 'victim/s' individually, getting them to describe how they feel. Use poems/pictures etc. How would they want the others to feel about them? Identify who the others are and get the victim's permission to proceed.

Convene a Meeting with The Children Involved - usually without the victim/s

The teacher arranges to meet with the group of pupils who have been involved. This will include some bystanders or colluders who joined in but did not initiate any bullying. We find that a group of six to eight young people works well. Convene a group of all those involved, other than the victim. Include bystanders and 'passive condoners' as well as those most directly involved. Try to get a 'healthy' group, including some who have sympathy for the victim.

#### Explain the Problem

Tell them about the way the victim is feeling and perhaps use a poem, piece of writing or a drawing to emphasise his/her distress. At no time does she discuss the details of the incidents or allocate blame to the group.

#### Share Responsibility

The teacher does not attribute blame but states that he/she knows that the group are responsible and can do something about it. Explain that no-one is going to be punished or blamed. Explain how the victim is feeling and how the group is going to try and address these feelings together. **ASK THE GROUP FOR THEIR IDEAS** Each member of the group is encouraged to suggest a way in which the victim could be helped to feel happier. The teacher gives some positive responses but does not go on to extract a promise of good behaviour. Ask members of the group to make a commitment to doing something to improve the relationship with the victim. Use the group to reinforce the promises made.

#### Leave It Up to Them

The teacher ends the meeting by passing over the responsibility to the group to solve the problem. He/she arranges to meet with them again to see how things are going.

#### Meet Them Again

About a week later the teacher discusses with each student, including the victim, how things have been going. This allows the teacher to monitor the bullying and keeps the young people involved in the process. Follow up more formally later by reconvening the group. Give the victim a way of letting you know how things are going. In the first instance bullying will be dealt with by the class teacher or the member of the lunchtime staff but the Inclusion Manager, Headteacher or SLT Member will become involved if the situation demands it.



## Expectations

Most indoor and outdoor areas at St George's will display the school rules. It is clear that expectations in behaviour and relationships need to be shared and understood by all members of the community. A description of responsibilities for all members of the school community is as follows:

<b>Staff and Governors</b>	<ul style="list-style-type: none"><li>● to respect all members of the school community</li><li>● to provide a positive example embodying the school rules</li><li>● to be calm and consistent in dealing with children</li><li>● to encourage the values and ethos of the school among the children</li><li>● to have high expectations of the children</li><li>● to meet the educational, social, emotional and behavioural needs of the children</li><li>● to provide an appropriate, challenging and stimulating curriculum</li></ul>
<b>Children</b>	<ul style="list-style-type: none"><li>● to respect all members of the school community;</li><li>● to contribute to and follow the school rules at all times</li><li>● to support and care for each other</li><li>● to respect others' property and learning</li><li>● to listen to others and respect their opinions</li><li>● to take responsibility for their own actions and behaviour</li><li>● to show respect, listen and follow the instructions to all members of staff</li></ul>
<b>Families</b>	<ul style="list-style-type: none"><li>● to support and respect the staff and governors in promoting the school's ethos</li><li>● to be aware of and share the school's values and expectations</li><li>● celebrate your children's successes with them</li><li>● be informed by school if your child's behaviour raises cause for concern</li><li>● come into school to discuss the situation if appropriate and be encouraged to support the school in any action taken</li></ul>

## PHYSICAL RESTRAINT

Very occasionally a member of staff may need to physically intervene to control or restrain a pupil, using reasonable force.

### Teachers' Power To Use Reasonable Force To Restrain

The following guidance can be found on the DfE website [www.education.gov.uk](http://www.education.gov.uk)

- 'use of reasonable force – advice for head teachers, staff and governing bodies' dfe 2013
- 'behaviour and discipline in schools – a guide for head teachers and school staff' dfe 2013
- 'the use of restrictive physical interventions for staff working with children and adults who display extreme behaviour in association with learning
- 'disability and/or autistic spectrum disorders' dfes guidance (ref: lea 02422002)
- 'use of restrictive physical interventions for pupils with severe behavioural difficulties' dfes guidance (ref: lea 0264 2003)

## When It Is Reasonable to Use Force

Teachers in both England and Wales have a statutory power to use reasonable force to restrain pupils in a number of circumstances as set out in Section 93 of the Education and Inspections Act 2006. Teachers are generally permitted the use of reasonable force to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. The DfE guidance on the 'Use of Reasonable Force' provides that teachers can use reasonable force:

- to remove disruptive children from the classroom where they have refused to follow an instruction to do so.
- to prevent a pupil behaving in a way that disrupts a school event or a school trip or visit.
- to prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others.
- to prevent a pupil from attacking a member of staff or another pupil, or to stop a fight on the playground.
- to restrain a pupil at risk of harming themselves through physical outbursts.

The statutory provisions can apply when a teacher or other authorised person is:

- on the premises of the school
- elsewhere at a time when, as a member of school staff he or she has lawful control or charge of the pupil concerned, for example, on an out-of-school activity.

It should be noted that the use of any degree of force is unlawful if the particular circumstances do not warrant it. The degree of force should be in proportion to the circumstances and the seriousness of the behaviour or consequences it is intended to prevent.

The level and duration of the force used should be the minimum necessary to achieve the desired result, such as to restore safety. It is always unlawful to use force as a form of punishment or discipline. It is impossible to describe definitively when it is reasonable to use force and how much may be used, beyond stating that this will depend on the circumstances of the case.

Relevant considerations as to whether it might be reasonable to use force and the degree of force to be used could include, for example, the age and strength of the child. In some circumstances it will, of course, be inadvisable for a teacher to intervene without help, such as where a number of pupils are involved; where the pupil is older and physically mature; and where the teacher might be at risk of injury.

It is relevant that failure to respond in circumstances which merit it can be as serious as overreacting. In many circumstances, it is not a safer option for a teacher to do nothing or to take very limited action, when to take action could restore safety. This action may involve swiftly alerting a third party.

So far as a teacher's duty of care is concerned, an omission can be significant if there is a subsequent claim for negligence. This will depend on the circumstances of the case and teachers would not be expected to intervene to restore safety at the expense of their own personal safety.

Any use of restraint will be reported directly to the Headteacher, or SLT member who will record when, who, where and why the restraint was used. The parents of the child who was restrained will be informed that day.

## Health and Safety

Children are taught how to use all school equipment carefully and safely and these instructions are re-enforced regularly. Children are reminded about the need to care for our natural environment and to care for our grounds. Children are made aware of the areas in which they are allowed to play in safely. Should there be any dangerous play it will be dealt with in a way consistent with this policy.

## Behaviour Outside School

A child's behaviour outside school on school business e.g. on school trips or at sports fixtures, is subject to the school's behaviour policy. Inappropriate behaviour in such circumstances will be dealt with as if it had taken place in school. For behaviour outside the school, not on school business, the Headteacher may suspend a child if there is a clear link between that behaviour and maintaining good behaviour and discipline among the pupil body as a whole, or if it is deemed to be damaging to the reputation of the school. If a child has to be returned to school / home as a result of their poor behaviour during a school organised activity, parents will forfeit the cost of the trip.

## Suspension

Children who do not respond to the behaviour management approach adopted by the school may eventually face Suspension; indeed, occasionally the behaviour of a child will be such that Suspension will be an immediate response. Such action will be exceptional and generally relate to extreme behaviour. A decision to suspend a pupil, either for seclusion, a fixed term Suspension or permanently, is seen as a last resort by the school.

### Reasons for Suspension

- Serious breach of the school's rules or policies;
- Risk of harm to the education or welfare of the child or others in the school;
- Breakdown of the relationship between the school and parents;

Any Suspension will be at the recommendation of the Headteacher and in consultation with Governors as appropriate.

### Fixed Term Suspension

A fixed term Suspension should be for the shortest time necessary; Ofsted evidence suggests that 1- 3 days is usually enough to secure benefits without adverse educational consequences.

### Single Incident

A Fixed Term Exclusion may be used in response to a serious breach of school rules and policies or a disciplinary offence. In such cases the Headteacher will investigate the incident thoroughly and consider all evidence to support the allegation, taking account of the school's policies. The pupil will be encouraged to give his/her version of events and the

Headteacher will check whether the incident may have been provoked, for example by bullying or racial/prejudicial harassment.

### Permanent Suspension

A permanent suspension is a very serious decision and the Headteacher will consult with the Chair of Governors before enforcing it. As with a fixed term suspension, it will follow a range of strategies and be seen as a last resort, or it will be in response to a very serious breach of school rules and policies or a criminal or disciplinary offence such as:

- serious actual or threatened violence against another pupil or a member of staff;
- possession or use of an illegal drug on school premises;
- carrying an offensive weapon;
- persistent bullying;
- racial / prejudicial harassment.

### The Decision to Temporarily or Permanently Suspend

If the Headteacher decides to suspend a child (s)he will:

- ensure that there is sufficient recorded evidence to support the decision;
- explain the decision to the child;
- contact the parents, explain the decision and ask that the child be collected;
- send a letter to the parents confirming the reasons for the Suspension, whether it is a permanent or temporary Suspension, the length of the Suspension and any terms or conditions agreed for the child's return;
- in cases of more than a day's Suspension, ensure that appropriate work is set and that arrangements are in place for it to be marked;
- plan how to address the child's needs on his/her return;
- plan a meeting with parents and child on his/her return.

Suspension should not be enforced if doing so may put the safety of the pupil at risk. In cases where parents will not comply by, for example, refusing to collect the child, the child's welfare is the priority.

Internal	Internal	Internal	External	External	External	PERMANENT
St. George's	St. George's	St. George's	At home	At home	At home	
1 day	3 days	5 days	3 days	5 days	3-45 days	
Present code in register. Not counted or reported.			Where safeguarding issues are known, Code E in register. Counted and reported.		Code E. Counted and reported	

## Children with Special Educational Needs and Disabled Pupils

The school must take account of any special educational needs when considering whether or not to suspend a child. We have a legal duty under the Disability Discrimination Act 1995 as amended not to discriminate against disabled children by excluding them from school for behaviour related to their disability. The Head should ensure that reasonable steps have been taken by the school to respond to a child's disability so the child is not treated less favourably for reasons related to the disability. 'Reasonable steps' could include:

- differentiation / personalisation of the school's behaviour policy;
- developing strategies to prevent any negative aspects of the child's behaviour;
- requesting external help to support the child;
- additional / specific staff training.

Where reasonable adjustments to policies and practices have been made to accommodate a child's needs and to avoid the necessity for Suspension as far as possible, Suspension may be justified if there is a material and substantial reason for it. A specific incident affecting order and discipline in the school may be such a reason.

### Procedure for Review

If parents wish to ask for a review of the decision to suspend a child from the school, they must make the request within seven days of being notified of the decision. The matter will be referred to the Governors. A Governor, who was not involved in the initial decision to suspend, will acknowledge the request and schedule a hearing to take place as soon as practicable and normally within five days.

Records relating to the decision to suspend and the parents' complaint will be copied to all parties not later than two days prior to the hearing. In no circumstances shall the school or its staff be required to divulge to parents or others any confidential information on, or the identities of pupils or others who have given information which has led to the Suspension or which the Headteacher has acquired during an investigation.

The parents may be accompanied to the hearing by one other person. This may be a relative, teacher or friend. Legal representation will not normally be appropriate. If possible the Governor will resolve the parents' complaint without the need for further investigation. Where further investigation is required, the Governor will decide how it should be carried out. After due consideration of all the facts considered to be relevant, the Governor will reach a decision on whether to uphold or rescind the Suspension or may make other recommendations. This decision will be made within ten days of the hearing.

The Governor will write to the parents informing them of the decision and the reasons for it. The decision of the Governor will be final and their findings (and, if any, commendations) will be sent in writing to the parents, the Headteacher and the other Governors.