



## Behaviour and Exclusion Policy

### Statement of Intent

Our aim is that all children can thrive in a caring, tolerant, understanding and inspirational environment. We put our pupils at the heart of everything we do.

We actively celebrate pupils' achievements in all areas of our broad and balanced curriculum and enrichment offer. Our goal is to provide inspirational teaching and enjoyment of learning whilst upholding our RESPECT values.

In terms of behaviour, these aims are expressed through a culture that promotes our RESPECT values of responsibility, resilience, equality, safety, positivity, empathy, curiosity, courage, trust and togetherness.

### Principles

To enact this ethos and culture, this policy is built upon the following principles:

- Most children in the school are unlikely to behave in a way that would disrupt other children's learning.
- All members of Barwick and Stoford Community Primary School have a right to work in a safe environment and have a responsibility to maintain this. Disruptive behaviour will not be accepted. Those who do not adhere to the school values and ethos will be dealt with in accordance to this policy.
- All students will be given support to improve behaviour that falls short of the school's expectations. This support will vary depending on the individual and will focus on empowering the individual to improve their behaviour and give them the tools to develop further.
- The school policy and procedures are developed by staff in partnership with relevant stakeholders.
- Pupils in school all have different academic and social needs and as such, will need unique support to meet those needs. The nature of the support will be communicated to the relevant staff.
- All staff will appropriately challenge unacceptable behaviours and reward positive behaviours through the school's reward systems. This includes behaviour outside the classroom.
- All staff will model the behaviour and social skills that lead to positive behaviour amongst pupils. All staff will follow the behaviour policy and will promote positive behaviour in all areas of school.
- The behaviour policy will also be upheld on educational activities that happen offsite.

- The school has a commitment to work in partnership with parents to prevent the disruption of learning for theirs and other children.
- Sanctions will be reasonable in all circumstances as per the DfE guidelines 2016.

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), this school aims to create a safe and nurturing environment in which positive mental health and wellbeing are promoted and the importance of resilience is taught.

### **Whole-School Approach**

- The health and wellbeing of pupils and staff is promoted through the wider curriculum and school activities, including leadership opportunities, policies, values alongside the social and physical environment.
- The national curriculum is used to develop pupils' knowledge about health and wellbeing.
- The school proactively engages with parents, the local community and outside agencies to promote consistent support for pupils' and staff health and wellbeing.

Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health. Children with SEMH related difficulties will have support plans in place co-ordinated by the SENDCO.

### **Legal Framework**

The school acknowledges its legal duties under the Equality Act 2010 in relation to safeguarding and SEND. Additionally this policy has taken into consideration the DfE guidance issued in January 2016 'Behaviour and Discipline in Schools'.

This policy also has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Education and Inspections Act 2006
- Health Act 2006
- Voyeurism (offences) Act 2019
- The School Information Regulations 2008
- DfE 2016 'Behaviour and Discipline in schools'
- DfE 2023 'Keeping Children Safe in Education'
- DfE 2021 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE 2018 'Mental health and behaviour in schools'
- DfE 2015 'Special educational needs and disability code of practice: 0 to 25 years
- DfE 2013 'Use of reasonable force'
- DfE 2018 'Searching, screening and confiscation'.

This policy operates in conjunction with the following school policies:

- Special Educational Needs (SEND) Policy
- Complaints Procedure Policy
- Safeguarding and Child Protection Policy
- Anti-Bullying Policy
- RSE/PSHE Policy

## **Roles and Responsibilities**

### **Governor Responsibilities**

The governing board has overall responsibility for:

- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy

### **Headteacher Responsibilities**

The headteacher is responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at school.
- This includes the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Establishing the standard of behaviour expected by pupils at the school.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day to day implementation of this policy.
- Publishing this policy and making it available to staff, parents and pupils.
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing and SEMH-related issues that could be driving disruptive behaviour.

### **Senior Mental Health Lead (SMHL) Responsibilities**

- Overseeing the whole-school approach to mental health, including how it is reflected in this policy, how staff are supported with managing pupils with SEMH-related behaviour difficulties, and how the school engages pupils and parents in regard to the behaviour of pupils with SEMH difficulties.
- Supporting behaviour management in line with the Social, Emotional and Mental Health Policy.

### **Special Education Needs and Disabilities Coordinator (SENDCO) Responsibilities**

- Undertaking day-to-day responsibilities for the successful operation of behaviour and SEMH policies to support pupils with SEND, in line with the SEND Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for development and advising on the effective implementation of support.

### **Teaching Staff Responsibilities**

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENDCO, and where appropriate, the pupil themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty both through the RSE/PSHE policy and as and when needed.
- Being responsible and accountable for the progress and development of the pupils in their class.

### **All Staff Responsibilities**

- Treat children fairly and with respect, showing empathy and understanding.
- Model high levels of behaviour.
- Being aware of the signs of behavioural difficulty.
- Actively follow any behavioural or pastoral plans with a strong focus on positive reinforcement.
- Recognise and value the strengths of all children, enabling them to develop socially.
- Create a safe and pleasant environment where children can learn without interruption.
- Promote high expectations of behaviour when walking around school and through promoting high standards in school uniform.
- Praise regularly to promote consistently high expectations of behaviour and to ensure pupils know how well they are doing.
- Encourage positive relationships between adults and children, and among staff member, to reflect the shared school ethos and school values.
- Help children develop a sense of responsibility and to be considerate of others.

### **Parent Responsibilities**

- Encourage good behaviour, independence and self-management.
- Monitor and support your child's behaviour both in and out of school as well as online.
- Support the school with implementing the behaviour policy.
- Inform school about any issues that might affect your child's work, behaviour or attendance.
- Support school policies and values.

## **Pupil Responsibilities**

- Follow the school charter.
- Behave positively to allow learning for yourself and other pupils to take place without interruption.
- Be respectful to other pupils, members of staff and visitors to the school.
- Be respectful towards school property and the school environment.
- Be determined to be the best that you can be in all aspects of school life.
- Wear the school uniform appropriately and with pride, both in school and whilst on school activities.
- Seek help from a member of staff if you feel anyone is going against the school ethos and school charter, and/or showing bullying or discriminatory behaviour, including when using digital technology.

## **Managing Behaviour – Promoting Positive Behaviours**

### **Environment**

Environment has been identified as a key factor in promoting high expectations and ensuring pupils feel valued. Therefore:

- The school charter will be referred to regularly and displayed in the classrooms and in the hall.
- The school environment will be kept tidy and clutter is minimal.
- Children's work will be on display showing the 'Barwick Basics'.
- Equipment will be labelled and organised in a way that makes it accessible and practical.
- Pupil's seating arrangements in the classrooms and in assembly will be carefully considered.

### **School Reward System**

The school praises pupils for good learning and respectful behaviour at every opportunity. We also reward pupils with various awards such as stickers, certificates and prizes. We want pupils to recognise that the real rewards come from the feeling they get from their own achievements and the positive way they are valued by the people around them. We strive to ensure that the giving of rewards is fair, balanced and equitable.

We use the following systems:

- Verbal praise
- Written praise
- Class Dojo points (House system)
- Well Done Assembly
- Personal achievements from out of school activities
- Sending pupils to share their good work with the headteacher
- Displaying work/photos in school

- Informally speaking to parents at the end of the day to praise the child (phoning if needed)

### **House System**

- Each child is assigned in one of four houses; Pinnacle, Jack, Tower and Pintop.
- Year 6 children are assigned as House Captains.
- There are house assemblies throughout the year.
- Children earn Dojo points for positive behaviour demonstrating the school values, academic performance and effort and helpfulness. Points are recorded within each class and overall, on the display in the hall.
- The House Cup is awarded to the house with the most points at the end of the term. Individual children will also be rewarded for getting the most points each term.
- The Houses are also used in other events and competitions such as sports day.

### **Prevention Strategies for unacceptable behaviour**

Positive teacher-pupil relationships are key to combatting unacceptable behaviour. The school focusses heavily on forming these relationships to allow teachers and support staff to understand their pupils and create a strong foundation from which behavioural change can take place.

### **De-escalation Strategies**

Where negative behaviour is present, staff members will implement a number of de-escalation strategies to diffuse the situation. These strategies may include:

- Using simple, direct language.
- Using a calm but assertive tone.
- Avoid being defensive, e.g if comments or insults are directed at the staff member.
- Providing adequate personal space and not blocking a pupil's escape route.
- Showing positive, open and accepting body language.
- Reassuring the pupil and creating an outcome goal.
- Identifying any points of agreement to build a rapport.
- Offering the pupil a route out of confrontation.
- Rephrasing requests in a positive manner ('If you do.....' Rather than Don't.....').

### **Managing Behaviour- School Sanctions**

Every class will have a behaviour log in which staff can record any poor behaviour. Pupils who are reported in the behaviour log are monitored as part of staff meetings.

Poor behaviour at break/lunchtime will be reported to the class teacher and/or headteacher.

The headteacher will keep records of any pupil who has been excluded and the governing body will monitor these procedures to ensure the policy is administered fairly and consistently.

## **Low Level Disruptive Behaviour**

This policy identifies a number of different steps and sanctions of low level disruptive behaviour:

- Low level disruption of learning and/or the school community
- Repeated low-level disruption of learning and/or the school community
- Persistent low-level disruption of learning and/or the school community

At each stage, the school will deploy interventions and support to improve the behaviour to acceptable standards. See appendix 2.

### **Definitions of Low-Level Behaviours**

For the purposes of this policy, the school defines 'low-level unacceptable behaviour' as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Persistent chatting
- Being rude to other pupils
- Calling out
- Unnecessary noise
- Speaking in an inappropriate or disrespectful way e.g sarcasm, teasing
- Deliberately not engaging in a task despite support
- Eating/chewing in class
- Failure to follow instructions given when asked (within a reasonable timeframe)
- Leaving their seat without permission
- Deliberately slow to settle to task
- Not bothering or trying to work to their best ability
- Failure to complete classwork
- Lack of correct equipment
- Graffiti/defacing equipment

'Low-level unacceptable behaviour' may be escalated to 'serious unacceptable behaviour' depending on the severity and regularity of the behaviour. Please also refer to Appendix 2.

### **Serious Persistent low-Level Disruption and Behaviour and Extreme Behaviour Incidents**

The school has a system of removing students from a lesson/communal/playground areas should there be serious misbehaviour. The pupil will be placed in internal seclusion whilst the incident is investigated and parents informed. This may include exclusion from play and lunchtimes or removal from class. See Appendix 2

Extreme misbehaviours are identified as putting children, staff and the pupil at high risk of harm.

During discussions between parents and the school staff, we will identify if there are any factors that might be affecting the child's behaviour (for example, separation,

bereavement). The teacher will then discuss with parents how the school and home might help to support the pupil.

The school understands that some pupils have SEND needs and in line with the SEND Code of Practice the school will use their best endeavours to ensure the pupil receives the support they need. These will be taken into consideration when applying the Behaviour Policy. The school will endeavour to ensure that reasonable adjustments have been made for children such as those with SEND, physical or mental health needs. Migrant and refugee children, and looked-after children, receive sensitive and well-matched support.

### **Definitions of Serious and Extreme Behaviours**

For the purpose of this policy, the school defines 'serious unacceptable behaviour' as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community and/or and illegal behaviour. This includes, but is not limited to the following:

- **Discrimination-** not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.
- **Harassment-** behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals.
- **Vexatious behaviour-** deliberately acting in a manner so as to cause annoyance or irritation.
- **Bullying-** a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied.
- **Cyber-Bullying-** the uses of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature.
- Possession of any banned items (both legal and illegal)
- Truancy/running away from school.
- Refusing to comply with disciplinary sanctions.
- Defiance of reasonable instructions.
- Theft
- Verbal abuse, including swearing (verbal and gestures), racist remarks and threatening language.
- Fighting and aggression.
- Persistent disobedience or destructive behaviour.
- Any serious violation of the School Acceptance User Policy when using ICT.
- Extreme vandalism violence to school property or equipment.
- Any behaviour that threatens safety or presents a serious danger.
- Inappropriate behaviour, e.g. indecent exposure
- Any other serious behaviour that requires the urgent attention of a staff member

Serious one-off incidents may lead to a fixed term exclusion to allow for a full review to identify if a permanent exclusion should take place.



## Exclusions

All reasonable attempts will be made by the school to support the improvement of pupil's low level disruptive behaviour in order to prevent exclusion.

Exclusions can take three forms:

- **Internal-** The pupil remains in school but may receive an internal seclusion from play and/or lunchtimes or removal from class during lesson times. Internal seclusion is a sanction where pupils will spend a period of time for guidance and reflection. Whilst in seclusion, every reasonable effort will be made to ensure pupils will continue to follow the curriculum. They will be supervised by an adult during this time.
- **Fixed Term-** The pupil is not allowed to access school or any public space during school hours for the duration of the fixed period.
- **Permanent-** The pupil is no longer allowed to attend the school and will be removed from the roll.

### **The school may need to consider an internal or internal or fixed term exclusion when:**

A serious breach or persistent breaches of the behaviour policy has taken place or where a pupil's behaviour is detrimental to the education or welfare of the pupil or others in the school. An internal or fixed term exclusion from the school can only be authorised by the headteacher or a senior member of staff acting on their behalf. If none are available to authorise the exclusion, a decision should be deferred until the opportunity for authorisation is available. The school reserves the right to decide which action to take based on individual cases.

### **Permanent Exclusions**

We will only permanently exclude a pupil as a last resort, after trying to improve the child's behaviour through other means or if there are ongoing issues or a 'one-off' incident which is listed in the extreme behaviours section.

If your child has been permanently excluded, be aware that:

- The school's governing body is required to review the headteacher's decision and you may meet with them to explain your views on the exclusion.
- If the governing body confirms the exclusion, you can appeal to an independent appeal panel organised by the local authority.
- The school will explain to you in a letter how to lodge an appeal.
- The local authority must provide full-time education from the sixth day of the permanent exclusion.

The governing body are informed of the number of exclusions at a termly meeting. They regularly monitor the number of exclusions to ensure that no group of pupils is unfairly disadvantaged through their use and that any underlying needs of individuals are being fully met.

## **Working with Parents**

We want to work collaboratively with parents to prevent exclusions and will endeavour to keep parents involved and informed as much as possible.

The school uses its best endeavours to inform parents of an exclusion by telephone or through a face-to-face meeting, and the exclusion will be confirmed in writing as soon as possible. The pupil is informed of the exclusion in the most appropriate manner depending on the circumstance.

Where applicable, on return to school, a Personal Support Plan will be written to put measures in place to help the pupil improve their behaviour.

## **Use of Reasonable Force**

Staff may search a pupil without their consent where they have reasonable grounds for suspecting that the pupil may have a prohibited item. If required, staff can use such force as is reasonable, given the circumstances, to conduct a search for prohibited items if required. Reasonable force may also be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder. It may also be used to remove disruptive pupils from a classroom if the safety of others is at risk. For further information, please refer to the DfE document on the use of reasonable force in schools.

## **Prohibited items, searching pupils and confiscation**

Headteachers and staff authorised by them have the statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

The prohibited items are:

- Bladed articles
- Alcohol
- Illegal drugs
- Vapes
- Tobacco products
- Fireworks
- Pornographic images
- Any article that the member of staff reasonably suspects has been, or is likely to be used: - To commit an offence, to cause personal injury to any person, to damage the property of any person.

All members of staff can use their power to search without consent for any of the items listed above. Pupils will only be searched by staff members who are the same sex as them and all searches will be witnessed by another member of staff.

A search will only be conducted without a witness when a staff member reasonably believes there is an immediate risk of serious harm either to the pupil themselves or any other member of the school community, or public if the incident takes place out of school.

Definitions:

**Outer clothing:** Clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear e.g. hats, gloves, shoes

**Possessions:** Any goods over which the pupil has or appears to have control, including desks, lockers, bags.

The person conducting the search will not ask the pupil being searched to remove any clothing other than outer clothing.

A pupil's possessions, or desk/tray will only be searched in the presence of the pupil and/or another member of staff, except when there is an immediate safety risk.

The power to search without consent enables a personal search, involving removal of outer clothing and the searching of pockets, going no further than that.

Staff members are legally protected from liability in any proceedings brought against them for any loss or damage of any item they have confiscated, providing they acted lawfully and followed this policy.

Staff members carrying out a search are permitted to seize any item they have reasonable grounds for suspecting a prohibited item or is evidence in relation to an offence. In relation to stolen items, the police will not be involved in dealing with low value items, however, it may be appropriate for the school to contact police if high value items or illegal items are involved.

If an electronic device that is prohibited by the school rules or that is reasonably suspected to have been, or is likely to be, used to commit an offence or cause personal injury or damage to property is found during a search, the staff member is permitted to examine any data or files on the device where there is good reason to do so.

Parental consent is not required in order to search a pupil's phone if it has been seized in a 'without consent' search.

Staff members have the authority to delete data or files if they think there is good reason to do so, unless the device is suspected to be relevant to an offence, or contains pornographic images of children; in these cases, the device will not be checked and will be given to the police and no data will be deleted.

The headteacher and other members of authorised staff are permitted to use reasonable force when conducting a search without consent for certain prohibited items, in line with the DfE's document on the use of reasonable force.

## **Sexual Abuse and Discrimination**

The school prohibits all forms of sexual abuse and discrimination, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling peer on peer sexual abuse and discrimination are detailed in the Safeguarding and Child Protection Policy.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Safeguarding and Child Protection Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Discipline of incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any related incidents.

## **Inappropriate behaviour outside school premises**

The head teacher has a specific statutory power to discipline pupils for poor behaviour outside of the school premises. Section 89(5) of the Education Act 2006 gives the headteacher the power to regulate pupils' conduct when they are not on the school premises and are not under the lawful control or charge of a member of school staff. This can relate to any incidents occurring anywhere off the school premises, such as on a pupil's route home, on school or public transport, outside shops or in the town.

Where inappropriate behaviour outside school is reported to school staff, it may be investigated and acted on. The headteacher may also consider whether it is appropriate to notify the police, Children's Social Care or any other agency. If the behaviour is criminal or pose a serious risk or threat to anyone, the police should always be informed.

## **Malicious Allegations Against Staff**

The DfE refer to malicious allegations against staff- these will be dealt with through investigation conducted by an appropriate member of staff directed by the headteacher. This may involve in seclusion whilst an incident is being investigated and may lead to a proportional and reasonable response from the school that may include exclusion.

## **Online Behaviour**

Inappropriate cyber behaviours will not be tolerated. The widespread access to technology provides a medium for 'virtual bullying' which can occur in or outside the school using social media sites. Inappropriate cyber behaviours can happen at any time of the day and if persistent, are classified as cyber bullying. The wider search powers included in the Education Act 2011 give teachers stronger powers to tackle cyber-bullying by providing a specific power to search for and, if necessary, delete inappropriate images or files on electronic devices, including mobile phones. The school will endeavour to do this in collaboration with parents.

## **Remote Learning Behaviours**

There may be times when pupils need to learn remotely, e.g. due to public health advice, adverse weather conditions. Pupils who are learning remotely off-site are expected to adhere to this policy. The school expects pupils who are learning remotely to always uphold good behaviour and to:

- Attend remote classes or group sessions on time.
- Complete the work that has been set and return it on time.
- Keep all communication polite and appropriate, and in line with the school's remote learning arrangements.
- Not misuse or mistreat the resources or technology utilised for the delivery of remote learning.
- Report any issues, including harassment or bullying, to their teacher.

## **How to Raise a Concern**

If you feel an incident has occurred whereby the behaviour policy has not been adhered to by members of staff you may raise a concern via the following ways:

- With the class teacher in the first instance to ascertain what actions took place and why.
- With the headteacher in the second instance, who will investigate your concerns further.
- With the chair of governors if you feel your concerns have not been appropriately addressed, or if your concern is in connection with the headteacher following the behaviour policy and you have already discussed this with the headteacher.

## **Monitoring and Review**

The headteacher and a nominated governor monitor the effectiveness of the behaviour and exclusion policy on a regular basis. The policy will be reviewed annually.

### **Low Level Disruption (GREEN)**

#### **Action: Minimal low key response managed by Class Teacher**

- Proximity Praise
- Tactical ignoring and encourage on task behaviour/rule reminder
- Quietly talking to pupil – what are you doing?
- Non verbal message – eye contact/body language
- Go over and speak to child quietly giving a simple direction
- Distraction/diversion – ask them to help you/ask them a question
- Giving choices, do this and this will happen ...
- Relocate the child to another seat -Reminder of expected behaviour
- Discussion with pupil

### **Repeated Low Level Disruption (AMBER)**

Continued low level disruption 3 within a week.

#### **Action: Response managed by Class Teacher**

- Set a time limit for improved behaviour & weekly check by Phase Leader
- Up to 10mins time taken from play/lunch to repay learning time
- Record in behaviour log in SEND file
- Remove from class if necessary
- Informal discussions with parents
- Intervention/support in place if required following discussion with pupil

### **Persistent Low Level Disruption (RED)**

Continued low level disruption despite reminders and low level sanctions and no improvement at set time limit identified at AMBER stage.

#### **Action: Response managed by Headteacher**

- Possible removal from play/lunch/class
- Record in Behaviour Log -Discussion with pupil regarding support and agree actions
- Personal Support Programme set up with pupil and parents, if required
- Inform parents about pupil being on a Behaviour Report,
- Daily report to Phase Leader to check Behaviour Report
- Share information with teaching and lunchtime staff
- Class teacher to share concerns with SENCO

## Behaviour Levels

**\*Serious Persistent Low Level Disruption (SPLLD) & Serious Behaviour Incident (SBI)**

Continued low level disruption despite reminders and low level sanctions. Red procedures have had no impact. Serious behaviour incident involving a serious misbehaviour identified in the policy.

**Action: Response managed by Head Teacher**

- One day internal seclusion from play/lunch times/classroom (PLLD)
- Possible one day full/part internal seclusion play/lunch times/classroom (SBI)
- Record in Behaviour Log
- Meet with SENCO to identify external support if required
- If relevant, review Behaviour Report with sanctions, rewards and regular review with parents and pupil in a formal meeting with Head Teacher, SENCO & Class Teacher & share behaviour log of incidents.
- Set up Personal Support Programme if not in place, inform parents and add support if required (SBI)
- Positive Handling Plan may be agreed with parents and school
- An Early Help Assessment may need to be undertaken
- Daily report to Head Teacher
- Share information with teaching and lunchtime staff

**\*Extreme Misbehaviours & Repeated SBI & Further SPLLD**

Highly aggressive/violent behaviour physically or verbally

**Action: Response managed by Head Teacher**

- Fixed term exclusion to allow for a full review which could result in a permanent exclusion.
- Meet with SENCO to identify external support if not done so
- Discuss Behaviour Report with sanctions, rewards and review with parents and pupil in a formal meeting with Head Teacher, SENCO & Class Teacher & share behaviour log of incident/s.