

# YAPTON C. of E. PRIMARY SCHOOL



'I have come in order that you might have life - life in all its fullness'  
*John 10:10*

## Behaviour and Exclusion Policy 2024

Approved by Governing Body Autumn 2024  
Date for Review Autumn 2026

### Governing Body Statement – Behaviour Principles

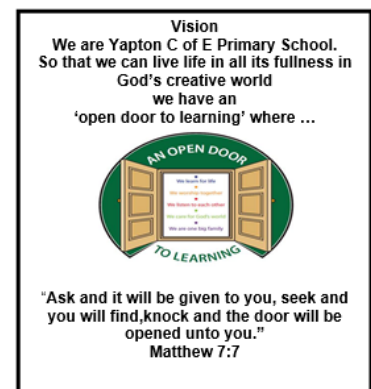
- Promote a safe and secure environment for everyone
- Foster a caring supportive community
- Promote values built on trust and respect
- Provide a structure where inappropriate behaviour is managed in a firm but fair manner
- Promote, through example, honesty and courtesy
- Encourage relationships based on kindness, respect and understanding of others' needs

### Introduction

Yapton C. of E. Primary School is a caring Christian community of learners. We want the children to be happy, safe and secure and for everybody to be treated fairly. Rather than a set of rules, our **Vision and Values** underpin our high expectations of positive behaviour and reflect the Christian values of Community, Dignity, Hope and Wisdom.

This policy aims to encourage children to become positive, responsible and independent members of the school community. This is achieved through clear **Rewards and Sanctions** and everyone understanding their role.

### Rewards and Sanctions



Community Dignity Hope Wisdom

Before you speak:

**THINK**

**T** = Is it True?

**H** = Is it Helpful?

**I** = Is it Inspiring?

**N** = Is it Necessary?

**K** = Is it Kind?

Rewards are given in the form of **positive praise** from the Class Teacher and Teaching Assistant. **Stickers** or **House Merit points** can be given for good effort, good manners or being a good friend. **'THINK'** certificates are awarded per class weekly for exceptional effort in any aspect of school life.



Our behaviour for learning ladders are in every classroom. We expect every child to aspire to achieve the best that they can whilst accepting that wrong choices may be made. Our behaviour for learning ladders give children the opportunity to restore and repair a poor choice. Every child who achieves 'Great Learning Choices' is awarded one merit for their house team. A postcard is sent home to recognise the achievement of 'Superstar Learner'.

Children will be given time to think about their learning choices as a first step. Teacher talk for poor behaviour will be planned for, as appropriate, if the behaviour continues. After the Teacher Talk, the child may be asked to work elsewhere in class (or be asked to take time out on a playground bench).

The final step on our behaviour ladder is only issued for significantly negative learning behaviour and the child has 'Time In' at lunchtime as a consequence. The child is asked to reflect on their recent behaviour with a member of SLT. Questions such as those below are used to help the child to work through the incident.

*What happened? How did it happen? Who has been affected by what you have done? How did you feel? What do you need to do now to make things right?*

The member of SLT will support the child to repair the situation.

The child's home grown-ups are contacted outlining the reasons they are spending time inside and how they have restored the situation in a positive way. This is all completed with support from a member of the Senior Leadership Team. The teacher will discuss the child's behaviour with the parent as soon as possible. This negative behaviour is recorded on the schools information management system for tracking and identifying trends.

Children will automatically be moved to 'Home Talk' for extreme outbursts of disruption, non-compliance or aggression. Where appropriate, two 'Home Talks' in a week triggers a morning of **Internal Exclusion** (the child is expected to complete the planned learning outside of the class environment). This is to support the child in a dignified way, allowing them space away from their class community to reflect on their choices. In the afternoon, they will return to continue learning with their peers.

If a child's ongoing poor behaviour continues, it may be appropriate for the Headteacher to exclude the child for a fixed term, or permanently. The parents will be informed that they have the right to appeal this decision if they wish. The

Headteacher informs the Local Authority and the Governing Body about any Permanent Exclusion and about any Fixed Term Exclusions beyond five days in one term.

## **Exclusion**

Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. The Government supports head teachers in using exclusion as a sanction where it is warranted. However, permanent exclusion should only be used as a last resort, in response to a serious breach, or persistent breaches, of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

At Yapton C. of E. Primary School we very rarely exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard national guidance from:

The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012;

- The Education Act 2011,
- The Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007.
- The Education and Inspections Act 2006

The decision to exclude a pupil from Yapton C. of E. Primary School will be lawful, reasonable and fair. Under the Equality Act 2010 ("the Equality Act") school must not discriminate against, harass or victimise pupils because of their: sex; race; disability; religion or belief; sexual orientation; because of a pregnancy / maternity; or because of a gender reassignment. For disabled children, this includes a duty to make reasonable adjustments to policies and practices. The Headteacher and Governing Body will take account of their statutory duties in relation to SEND and have regard for the SEND Code of Practice.

Pupils whose behaviour at lunchtime is disruptive may be excluded from the school premises for the duration of the Lunchtime period. In such cases the legal requirements in relation to exclusion, such as the Headteacher's duty to notify parents, still apply. Lunchtime exclusions are counted as half a school day for statistical purposes and in determining whether a Governing Body meeting is triggered.

The behaviour of pupils outside school may also be considered as grounds for exclusion. When establishing the facts in relation to an exclusion decision the Headteacher will apply the civil standard of proof, i.e. 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt'. The Headteacher may withdraw an exclusion that has not been reviewed by the governing body. The Headteacher



will always take account of their legal duty of care when sending a pupil home following exclusion.

'Informal' or 'unofficial' exclusions, such as sending pupils home 'to cool off', are unlawful, regardless of whether they occur with the agreement of parents or carers. Any exclusion of a pupil, even for short periods of time, must be formally recorded.

Whenever the head teacher excludes a pupil from Yapton C. of E. Primary School, they will, without delay, notify parents of the period of the exclusion and the reasons for it. They will also provide parents with the following information in writing:

- the reasons for the exclusion;
- the period of a fixed period exclusion or, for a permanent exclusion, the fact that it is permanent;
- parents' right to make representations about the exclusion to the governing body and how the pupil may be involved in this;
- how any representations should be made;
- where there is a legal requirement for the governing body to consider the exclusion, that parents have a right to attend a meeting, be represented at this meeting (at their own expense) and to bring a friend.
- that for the first five school days of an exclusion (or until the start date of any alternative provision where this is earlier) parents are legally required to ensure that their child is not present in a public place during school hours without reasonable justification, and that parents may be given a fixed penalty notice or prosecuted if they fail to do so.

If alternative provision is being arranged then the following information will be included with this notice where it can reasonably be found out within the timescale.

- the start date for any provision of full-time education that has been arranged for the pupil during the exclusion;
- the start and finish times of any such provision, including the times for morning and afternoon sessions where relevant;
- the address at which the provision will take place; and
- any information required by the pupil to identify the person he / she should report to on the first day.

Where this information on alternative provision is not reasonably ascertainable by the end of the afternoon session it may be provided in a subsequent notice, but it must be provided without delay and no later than 48 hours before the



provision is due to start. The only exception to this is where alternative provision is to be provided before the sixth day of an exclusion, in which case the information can be provided with less than 48 hours' notice with parents' consent.

Parents must be informed where a fixed period exclusion has been extended or converted to a permanent exclusion. In such cases the head teacher must write again to the parents explaining the reasons for the change and providing any additional information required.

The headteacher will, without delay, notify the governing body and the local authority of:

- a permanent exclusion (including where a fixed period exclusion is made permanent);
- exclusions which would result in the pupil being excluded for more than five school days (or more than ten lunchtimes) in a term; and
- exclusions which would result in the pupil missing a public examination or national curriculum test.

For all other exclusions the head teacher will notify the local authority and governing body once a term. Notifications must include the reasons for the exclusion and the duration of any fixed period exclusion. In addition, within 14 days of a request, governing bodies must provide to the Secretary of State and the local authority, information about any exclusions within the last 12 months.

For a permanent exclusion, if the pupil lives outside the local authority in which the school is located, the head teacher will also advise the pupil's 'home authority' of the exclusion without delay.

Where parents dispute the decision of the governing body not to reinstate a permanently excluded pupil, they can ask for this decision to be reviewed by an independent review panel. Where there is an allegation of discrimination (under the Equality Act 2010) in relation to a fixed-period or permanent exclusion, parents can also make a claim to the First-tier Tribunal (for disability discrimination) or a County Court (for other forms of discrimination). An independent review panel does not have the power to direct a governing body to reinstate an excluded pupil. However, where a panel decides that a governing body's decision is flawed when considered in the light of the principles applicable on an application for judicial review, it can direct a governing body to reconsider its decision. If the governing body does not subsequently offer to reinstate a pupil, the panel will be expected to order that the school makes an additional payment of £4,000. This payment will go to the local authority towards the costs of providing alternative provision.

For a fixed period exclusion of more than five school days, the governing body of Yapton C. of E. Primary School will arrange suitable full-time education, working with the Local Authority. This provision must begin no later than the sixth day of



the exclusion. For permanent exclusions, the local authority must arrange suitable full-time education for the pupil to begin no later than the sixth day of the exclusion. This will be the pupil's 'home authority' in cases where the school is maintained by (or located within) a different local authority. In addition, where a pupil has a statement of SEND, the local authority must ensure that an appropriate full-time placement is identified in consultation with the parents, who retain their rights to express a preference for a school that they wish their child to attend, or make representations for a placement in any other school.

Yapton C. of E. Primary School may direct a pupil off-site for education to improve his or her behaviour. A pupil may also transfer to another school as part of a 'managed move' with the consent of the parties involved, including the parents. However, the threat of exclusion will never be used to influence parents to remove their child from the school.

At Yapton C. of E. Primary School, we will take reasonable steps to set and mark work for pupils during the first five school days of exclusion, and alternative provision will be arranged from the sixth day. We will then work with the parents to create a strategy for reintegrating the pupil in their return to school, and for managing their future behaviour.

The head teacher must remove a pupil's name from the school admissions register if:

- 15 school days have passed since the parents were notified of the governing body's decision to uphold a permanent exclusion and no application has been made for an independent review panel; or
- the parents have stated in writing that they will not be applying for an independent review panel.

Where an application for an independent review panel has been made within 15 school days, the Headteacher must wait until the review has been determined, or abandoned, before removing a pupil's name from the register. Where a pupil's name is removed from the school register and a discrimination claim is subsequently made, the First-tier Tribunal or County Court has the power to direct that the pupil should be reinstated.

Only the head teacher of a school can exclude a pupil and this must be on disciplinary grounds. Whilst exclusion may still be an appropriate sanction, the head teacher will take account of any contributing factors that are identified after an incident of poor behaviour has occurred. For example, where it comes to light that a pupil has suffered bereavement has mental health issues or has been subject to bullying. Where practical, the head teacher will give pupils an opportunity to present their case before taking the decision to exclude. Excluded pupils will then be enabled and encouraged to participate at all stages of the exclusion process, taking into account their age and understanding.

A pupil may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently. A fixed period exclusion does not have to be for a continuous period. In exceptional cases, usually where



further evidence has come to light, a fixed period exclusion may be extended or converted to a permanent exclusion.

## **Roles and Responsibilities**

- **Class Teacher**

The Class Teacher discusses expectations of behaviour with their class and it is the responsibility of the Class Teacher to ensure that the school's Vision and Values are reinforced regularly when discussing learning behaviours.

All Class Teachers are responsible for following the behaviour for learning protocols consistently. The Class Teacher will discuss any 'Home Talks' with the parent as soon as possible either face to face or by telephone. The Class Teacher liaises with the Inclusion Leader and any external agencies e.g. West Sussex Learning and Behaviour Advisory Team (LBAT), where necessary. The Class Teacher will be part of an Individual Behaviour Plan (IBP) strategy to prevent further incidents from occurring. This discussion will include the Inclusion Leader, Parents and the child.

- **Teaching Assistants**

It is the responsibility of the TAs to support teachers to ensure that learning behaviour ladders are adhered to. When supervising on the Playground, in the Log Cabin and in classes at Lunchtime, 'Time In' should only be given for repeated unacceptable behaviour or extreme behaviour.

- **Leadership Team**

The Headteacher and Senior Leadership Team are responsible for the health, safety and welfare of all children and staff in the school.

They always liaise with Class Teachers and TAs to ensure that consequences are appropriate and consistently applied. In more serious incidents of children 'falling out' (or alleged bullying), the SLT will conduct a thorough investigation.

- **Governors**

The Headteacher has the day-to-day authority to implement our school Behaviour Policy but Governors are on hand to give advice about particular disciplinary issues. The Headteacher liaises with the Chair of Governors concerning matters of exclusion.

## **Monitoring**

The Headteacher monitors the effectiveness of the Behaviour Policy on a regular basis and reports to the Governing Body.

Senior Leaders record 'Home Talks' in the Small Groups Room folder and on SIMs. They also keep a record of any pupil who is excluded for a Fixed Term or permanently.

It is the responsibility of the Governing Body to monitor the rate of exclusions, and to ensure that the Behaviour Policy is fairly and consistently applied.

**For more information see;**

Anti-Bullying Policy

Behaviour in schools: advice for headteachers and school staff 2024

