

Behaviour & Discipline Policy



Moreland Primary School

MORELAND PRIMARY SCHOOL BEHAVIOUR & DISCIPLINE POLICY

DATE APPROVED	
REVIEW DATE	Sept 2024
Person Responsible for Updating	Catherine Lawrence, Headteacher

Federation Mission Statement:
“Reaching higher than I dreamed,
Becoming the person I can really be,
Doing the best that I can
For the world and for me.”

Contents

1. Introduction Aims	Pg. 3
2. Legislation, Statutory Requirements and Statutory Guidance	Pg. 3
3. Definitions	Pg. 4
4. Bullying	Pg. 5
5. Roles and Responsibilities	Pg. 6
6. School Behaviour Curriculum	Pg. 10
7. Responding to Behaviour (including suspension and exclusion)	Pg. 13
8. Safeguarding	Pg. 23
9. Pupil Transition	Pg. 25
10. Training	Pg. 25
11. Monitoring	Pg. 26
12. Links to Other Policies	Pg. 26
Appendix 1 - Anti Bullying Policy	Pg. 27
Appendix 2 - RULER Approach / Emotional Literacy	Pg. 34
Appendix 3 - Suspension and Permanent Exclusion Policy	Pg. 35
Appendix 4 - Confiscation and Searching Policy	Pg. 47
Appendix 5 - Written Statement of Behaviour Principles	Pg. 52

Introduction

Moreland is a very happy primary school and we have high expectations of the children and for the children. This includes a strong, consistent focus upon active learning with calm, nurturing, purposeful relationships amongst the children, their parents/ carers and families and the staff team. We understand children have individual needs and we endeavour to support every child actively so they develop **an ownership of their own actions and behaviour and understanding that all actions have consequences which are positive and negative and are listed in this policy.** Every child and adult is expected to follow 'The Moreland Way'. This constitutes being consistently mindful of '**Ready, Respectful and Safe.**' These three words sum up our expectations that children are **ready** to learn and follow direction, **respectful** of one another's right to learn and to feel happy in school and that every child feel continually **safe**.

1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Promote an environment and curriculum where we help pupils to self-regulate and to learn that they are responsible for their own behaviour
- Support the development of self-esteem and self-respect by distinguishing between a child and that child's behaviour
- Encourage consideration for others in the community by promoting respect, courtesy, tolerance, teamwork, trust and honesty
- Outline the expectations and consequences of behaviour
- Promote equality of treatment and equal access to educational opportunity within the school community
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

2. Legislation, Statutory Requirements and Statutory Guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- Behaviour in schools: advice for headteachers and school staff 2022
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education

- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement_2024
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons and in other areas of the school including the hall and corridors and at break and lunchtimes
- Non-completion of work and other activities in lessons
- Poor attitude to learning
- Breaches of the school rules "Ready, Respectful and Safe"
- Not following adult direction
- Bringing sweets and other unhealthy snacks such as crisps to school, eating them or sharing these with other pupils

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Continued defiance and refusing to follow adult direction
- Spitting at others
- Any form of bullying
- Swearing and abusive language
- Sexual violence and sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as sexual comments, sexual jokes or taunting, physical behaviour such as interfering with clothes
- Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft

- Physical aggression towards pupils, staff and other adults working in the school including volunteers
- Deliberately hurting someone physically or emotionally
- Smoking or vaping
- Prejudice based and discriminatory behaviour including of a racist, homophobic, biphobic, transphobic, sexist, faith based and disablist nature
- Breaching of health and safety issues
- Damaging the reputation of the school through misbehaviour outside school including being rude to members of the public, damaging property, shop lifting, fighting, causing a nuisance e.g. door knocking

Possession of any prohibited items. These are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- E-cigarettes or vapes
- Fireworks
- Pornographic images including images sent on social media or stored on a phone
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil) or school property

4. **Bullying**

Bullying is defined as 'The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online'.

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: Racial Faith-based Gendered (sexist) Homophobic/biphobic Transphobic Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, disability, sexuality)

TYPE OF BULLYING	DEFINITION
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

It should be noted that single incidents of hurtful or thoughtless behaviour should also be taken seriously and dealt with according to policy guidelines. Bullying is deliberately hurtful behaviour that is repeated over a period of time, making it difficult for the person concerned to defend themselves. This can take the form of name-calling, violence, threatened violence, isolation, ridicule or indirect action such as spreading unpleasant stories about someone.

The school works hard to ensure that all pupils know the difference between bullying and simply “falling out”.

Details of our school’s approach to preventing and addressing bullying are set out in our anti-bullying policy (see Appendix 1) .

5. Roles and Responsibilities

The governing body

The governing body is responsible for:

- Reviewing and approving the written statement of behaviour principles (Appendix 5)
- Reviewing and approving this behaviour policy in conjunction with the headteacher
- Monitoring the policy’s effectiveness
- Holding the headteacher to account for its implementation

The headteacher

The headteacher is responsible for:

- Reviewing this policy in conjunction with the governing body
- Giving due consideration to the school’s statement of behaviour principles (Appendix 5)
- Approving this policy in conjunction with the governing body
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring to ensure that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them

- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the Safeguarding and Child Protection Policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

Teachers and staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Taking a trauma informed approach to managing behaviour
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently including consistent implantation of RULER strategies
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly on CPOMS
- Informing parents/ carers of behaviour incidents as laid out in this policy
- Challenging pupils to meet the school's expectations
- The senior leadership team (SLT) will support staff in responding to behaviour incidents when appropriate or support is requested

Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to this policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy and the school rules
- How to use the RULER approach to help them to self-regulate
- How to behave safely on line
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- The pastoral support that is available to them to help them meet the behaviour standards
- How they can access help with behaviour and well-being from adults and through pupil groups including Playground Pals and the pupil Well Being Team.

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-year arrivals.

6. School Behaviour Curriculum

Principles

Underlying our behaviour curriculum are the following principles:

1. Being Inclusive and fair:
 - Some individuals need more support than others in learning to respect the rights of others and to meet the school's expectations of behaviour.
 - Some of our children, for some or all of the time, will need more of our attention and support than others.
 - We have a responsibility to teach social behaviour to all children.
 - We should be clear with staff, pupils, parents, governors about which expectations are non-negotiable.
 - All pupils have the right to be educated no matter how challenging their behaviour.

- Dealing with challenging behaviour often helps us to find ways to improve our systems, processes and procedures. We should seek to adapt these to fit our diverse population.

2. Being Positive

- Parents and carers need to be as fully involved as possible and should provide a model of good behaviour and respectful relationships..
- We should have high expectations of what is acceptable behaviour in our school and within the wider community and should seek to raise those expectations in partnership with staff, governors with pupils and parents/carers.
- If we want our pupils to behave in a particular way, we are responsible for making it clear to them how we want them to behave.
- We should recognise acceptable behaviour through positive reinforcement.
- Providing sensitive and honest feedback to children that supports them to learn how to self-regulate and behave better.

3. Being Assertive:

- We believe we all have rights-
 - teachers have the right to teach
 - pupils have the right to learn within a trauma informed and Rights Respecting School
 - Pupils and staff have the right to feel safe in school.
 - Parents have the right to feel welcome and to know their children work, play and learn in a friendly, safe and helpful school.
- We should never tolerate violent, abusive or anti-social behaviour in the classroom or anywhere in school.
- Staff require support from each other and outside agencies in order to support individual pupils through learning and making changes in behaviour.

4. Being trauma informed

The Moreland Way

The Moreland Way is the behaviour expectation for all pupils and consists of three words:

- **Ready** – being ready to learn
- **Respectful** – being respectful to all
- **Safe** – being safe and also keeping others safe

This is under-pinned by 5 rules:

The 5 Moreland Rules

1. Follow instructions	<ul style="list-style-type: none"> • We listen carefully and do we what we are asked to do first time. • We walk calmly and quietly around the school.
2. Stay focused	<ul style="list-style-type: none"> • We enter the classroom calmly and begin the task. • We show we are focused through positive body language - sit up, bodies still and look at the person speaking. • We pay attention to the task at hand and complete it avoiding distractions.
3. Speak politely	<ul style="list-style-type: none"> • We speak to everyone with respect and show good manners.
4. Keep my hands and feet to myself	<ul style="list-style-type: none"> • We listen to other's points of view and resolve problems using respectful words with everyone.
5. Look after others, ourselves and our school	<ul style="list-style-type: none"> • We self-regulate our emotions using our RULER tools. • We treat each other with kindness and care. • We look after the school building, playground, school resources and care for the environment.

Where appropriate adaptations may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

The Curriculum

Self-regulation and positive behaviour is taught explicitly through our curriculum at Moreland including through the PSHE/ RSE curriculum, Computing curriculum, Global Citizenship and Emotional Literacy. An overview of the personal development curriculum is available on the school website and outlines coverage through the different subjects and additional provision.

7. Responding to Behaviour

7.1 Positive Behaviour Management Approach

We use a positive approach to Behaviour Management underpinned by a trauma-informed approach which starts with the adults and how they respond. It is a whole school approach based on the belief that all adults must be fully engaged in managing and modifying behaviour. As a result everybody is trained to a high standard so they respond consistently and skilled in eradicating low level disruption so the focus is on learning.

Learners are respected, regardless of their behaviour. Therefore, adult behaviour will never be compromised by learner behaviour. Adults strip out all negative emotion/response when dealing with challenging behaviour.

Our behaviour management is shaped around the 95% of learners who arrive every day keen to learn and eager to please. We don't believe the 5% of the most troubled learners are 'behaviour problems'; they need a different approach. Learners are never able to 'power play' with adults. There is no 'them and us' culture. Universal micro scripts are used to intervene with poor behaviour. Adults and learners have structured restorative conversations when needed to ensure a fresh start for children following any behavior incidents.

We ask that parents/carers, the pupil and the class teacher sign a home/ school agreement. This provides clarity about expectations of how we can work together to support the individual needs of every child.

7.2 Responding to Good Behaviour

Principles and values apply both inside and out of school, high standards of behaviour are expected at all times. When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos. Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

All staff must take the lead in modelling the high standards of behaviour, courtesy and respect they wish to see in their classrooms and throughout the school.

Recognition and Praise:

Our most powerful influence on behaviour is to praise positive behaviour by actively seeking out children who are behaving well = FIRST ATTENTION TO BEST CONDUCT.

Recognition includes:

- Verbal praise
- Responsibility e.g. prefects.
- Phone calls home for children who have behaved well that day
- Positive notes home
- Stickers
- Star of the Week – 1 child per class per week linked to learning behaviour, improvements and effort and thinking skills.

- Power of the Letter – 1 child in the school per week
- Head Teacher’s Tea Party/ Hot Chocolate– A number of children in the school per week who always demonstrate behaviour that is Ready, Respectful and Safe
- Head-teacher’s Award– 2 children in the school per week for good learning behaviours
- Attendance and Punctuality class awards
- Class Dojo points
 - Dojo points are awarded for children seen following any of the 5 Moreland Rules and showing one of the Thinking Skills.
 - Only 1 Dojo can be awarded at a time.
 - Dojo points cannot be removed.
 - Class Dojos can be awarded for when the whole class follows an instruction or demonstrates any of the 5 Moreland Rules.
 - Every 25 Dojo points = prize from class prize box.
 - When a class reaches a combined total of 250, 500, 750, 1000 etc., it will be announced in assembly and class will be rewarded with extra play.

*Teachers or other class adults must carry their class iPad to assembly and when moving around the school to keep giving children Dojos when they are following instructions or any of the 5 Moreland Rules.

7.3 Consistencies from all staff:

1. Every adult actively and consistently creates a **sense of order and calm** in classrooms, hall & playgrounds which includes tidy coats, classrooms, public areas, every cupboard/ room all of which are organised.
2. Every member of staff will be trained in Itips (Trauma-informed practices in schools) which will enable us to understand and respond to highly stressful experiences where a child or adult’s ability to cope is overwhelmed. This is a process which will very much support us in dealing with challenging children and members of the community.
3. We will commit to the RULER approach including using the 4 Anchor tools and agree to see this through so it becomes routine (See Appendix 2).
4. Meet and greet at the door/ playground.
5. Model eye contact, insist on good manners, positive behaviours and build relationships.
6. Insist on readiness for learning including being organised, showing positive, alert body language and active listening.

7. Plan lessons that engage, challenge and meet the needs of all learners.
8. A mechanism for positive recognition is used in each classroom throughout the lesson.
9. Refer to '**Ready, Respectful, Safe**' and the 5 related rules in all conversations about behaviour.
10. Be calm and give 'take up time' when going through the steps. Prevent before sanctions.
11. Follow up every time, retain ownership and engage in reflective dialogue with learners.
12. Never ignore or walk past learners who are behaving badly.

7.4 Consequences and sanctions - agreed procedures:

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.










Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed. De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases. All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account. When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.


We do not take rewards away from children once they have been given. We do our best to support children to self-regulate and prevent incidents from escalating.

Early Years

Negative behaviour will be dealt with verbally. For repeated negative behaviour we give **two warnings** and if continued then a **short 'time out'**. If the behaviour is violent or it deliberately hurts another child then there is an 'immediate time out'. **Time out will be 3 mins in Nursery & 4/5 mins in Reception** depending on age. This time out maybe spending time with an adult in the environment rather than traditional "time out" depending on the child's needs/ stage of development. Please see the EYFS Behaviour Policy for more information.

Key Stage 1 and 2

Low level behaviours	
	<ul style="list-style-type: none">• Talking over adult or children• Getting out of your seat without permission• Not listening/following instructions• Distracting others e.g.<ul style="list-style-type: none">➢ Calling out➢ Fiddling with equipment➢ Not getting on with your work/task
System to follow for low level behaviours	
	(1) Positive reframing = Reminder of what they should be doing, such as being focused showing they are ready and respectful
	(2) Drive by (low level doesn't draw attention) = reminder of expectations also positive reminder 'you can do this'
	(3) Child given a verbal warning – the adult must refer to the 5 Moreland rules. For example, 'remember we need to follow instructions'.
	(4) Child given a 5-minute reflection time in the classroom (a timer must be used, there should be a designated area/table for the student to have the chance to do this, there should be prompts to help the child reflect, such as breathing exercises, RULER). When the timer has finished the child returns to their place.
	(5) If the behaviour continues, a final verbal warning must be given - the adult must refer to the 5 Moreland rules.
	(6) If the behaviour continues move to step 1 of Mid-Level Behaviour system.
Mid-Level behaviours	
	Any of the behaviours below go straight to Mid-Level Behaviour system: <ul style="list-style-type: none">• Physical aggression - pushing, grabbing• Swearing
System to follow for mid-level behaviours	
	(1) The child is sent to their partner classroom. <i>If in the playground, they will go to the Eco Pod.</i> They will use their reflective area to reflect for 10 minutes – a timer must be used to ensure the student is not excluded from their own class learning.
	(2) The child returns to class. If the behaviour continues, the student is given 5 minutes off their playtime. This will be in class. If the adult is on break duty the child is sent to the partner class.
	(3) If the behaviour continues the child's parent/ carer and SLT will be informed and a more significant consequence will be discussed (e.g. missing of lunch break/restriction of activities at break and lunch).







-  (4) The child completes a blue print at all points on mid- level behaviour.
- The system restarts every morning unless the student is missing break from an incident the previous afternoon.
 - If mid-level behaviour happens twice within a week the teacher will discuss next steps with a member of SLT.
 - The Class Teacher will log mid level behaviours on CPOMS.

Severe behaviour

Any of the behaviours below go straight to Severe behaviour system:

- Intentional, physical aggression against staff
- Malicious, physical aggression against a peer = kicking/punching etc
- Purposely damaging school property = destroying displays, kicking doors/windows throwing items
- Prejudice based incidents and negative language involving any of the protected characteristics
- Bullying
- Leaving school premises without permission,
- Behaviour that endangers themselves or others.







System to follow for severe behaviour

-  (1) The child is sent to a member of SLT who will decide the most appropriate consequence which may include internal exclusion
-  (2) When calm the child completes a Blueprint and discusses reparations with managing SLT
-  (3) All adults responsible for the child should also be informed if they are not aware of the incident already
-  (4) A member of SLT informs the child's parent/carer of the behaviour and consequence
-  (5) Ongoing support/behaviour plan discussed and implemented including consideration of referral to external agencies e.g. NRC, CAMHS
-  (6) The incident must be recorded on CPOMS by the person managing the initial behaviour. The member of SLT managing the sanction will also complete actions taken on CPOMS

Suspension

- A serious or significant incidence of violence against staff/pupils
- Continued refusal to follow adult instruction
- Extreme or repeated discriminatory behaviour
- Serious damage to property
- Ongoing bullying including cyber bullying

System to follow for suspension

-  (1) A suspension is discussed with the Head Teacher and the Head Teacher makes the decision to suspend.
-  (2) The child is informed and the parent/carer contacted.
-  (3) The office prepares a suspension letter which is given to the parent/carer.
-  (4) The class teacher provides work for the child to complete at home and shares with the parent/carer
-  (5) A reintegration meeting is held with the child and parent/carer when they return. This should include a restorative meeting with those affected by the child's behaviour.
-  (6) A behaviour plan is implemented, referral to external agencies e.g. NRC is made if appropriate.

More serious behaviour:

Children displaying more serious behaviours will be sent to a member of the Senior Leadership Team or Phase Leader and will receive an appropriate consequence. The incident must be recorded on CPOMS by the person managing the initial behaviour. The member of SLT managing the sanction will also complete this and action on CPOMS. The behaviour slip should be completed and handed to SLT when the referral is made. All adults responsible for the child should also be informed if they are not aware of the incident already. Parents and carers will also be informed by a member of SLT or the Phase Leader. Serious misbehaviour is defined in Section 2.

7.5 Removal from classrooms (internal exclusion):

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff which is meaningful, usually this will be the classwork that their peers are completing but it may differ from the mainstream curriculum. This time out of class will usually take place in the allocated partner class (or another class if this is decided to be more suitable) or with a member of SLT.

Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Time out or internal exclusion can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom are supervised by the teacher of the class they have been placed in or a member of SLT, and will be removed for a maximum of one lesson for a Level 4 timeout or one day for a Level 5 internal exclusion.

Pupils will not be removed from classrooms for more than one lesson without the explicit agreement of the Headteacher or Deputy Headteacher.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents/carers will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- Nurture groups or 1:1 nurture sessions
- Use of teaching assistants to support learning and behaviour in class
- Individual behaviour plans
- Multi-agency assessment.

Staff will record all incidents of removal from the classroom along with details of the incident that led to the time out on CPOMS

7.6 Playtimes and Lunchtimes:

Children may lose part of their playtime if behaviour in the class or playground has been unacceptable. Children will wait in the classroom or designated area of the playground supervised by a member of staff.

For playground behaviour, children should always be given a warning and a chance to improve low level poor behaviour before being given time out as in the classroom (reminder, warning.)

7.7 After school clubs and Playcentre:

As during school hours, children will be given reminders and warnings, and they may be asked to have time out or complete a Blue Print. If a child persistently chooses to not follow the Moreland Way, s/he may be stopped from attending clubs for a period of time. In the extremely rare case that the behaviour is severe, the child may be stopped from attending the clubs altogether. The link member of staff for behaviour during after-school clubs is any member of SLT.

7.8 Suspension and Permanent Exclusion:

See Appendix 3.

A very serious behaviour incident or more than one incident of serious behaviour may also result in a suspension.

Pupils will only be suspended or permanently excluded as a last resort, and in extreme circumstances. Suspension is for a fixed period, e.g. one day or three days, depending on the severity of the incident. Repeated suspensions may result in the length of the term being extended, e.g. one day on the first instance, three days on the second and five days for a third.

Pupils may be excluded for (list not exhaustive):

- Violent behaviour towards staff and other adults in the school
- Violent behaviour towards pupils
- Abusive/aggressive/threatening behaviour towards staff and other adults in the school
- Abusive/aggressive/threatening behaviour towards pupils
- Sexual assault or harassment including online
- Ongoing bullying including cyber bullying
- Sharing pornographic images
- Refusal to accept authority of the teacher/school
- Repeated or extreme prejudice based or discriminatory behaviour including online e.g. racist, sexist etc.
- Serious damage to property

Permanent exclusion is the most serious punishment the school can give if a child does something that is against our behaviour policy (the school rules). It **means** that the child would no longer be allowed to attend the school and their name would be removed from the school roll. This is only in the most extreme circumstances, once all other avenues of managing the child's behaviour have been exhausted, and under full consultation with the local authority and the governing body.

7.9 Recording on CPOMS

All incidents above Level 3 must be recorded on CPOMS. If a child reaches a level 3 more than 3 times in a week the parent should be informed and this also recorded on CPOMS. It is important to tag all incidents correctly including any Child on Child abuse, bullying and discriminatory incidents as these are reported to Governors each term.

7.10 Responding to misbehaviour from pupils with SEND

A distinction has to be made between developmental behaviour and persistently unacceptable, challenging and inappropriate behaviour. Some children, including those with SEND who have specific needs relating to behaviour, may find it continually difficult to follow 'The Moreland Way'. Individual strategies will therefore need to be implemented to support them. This may include the use of clear targets with specific rewards, alternative rewards or consequences and the use of outside agencies (Behaviour Support Team (NRC outreach, Educational Psychologist etc.) Parents/carers will be continually involved in supporting the school in managing their child's behaviour issues. It may also be appropriate to complete an Early Help Assessment if multi-agencies are involved with the child or a Pastoral Support Plan if the child is at risk of exclusion.

Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND). When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)

If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies. As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring. Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

Our approach to anticipating and removing triggers of misbehaviour includes:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- A whole school trauma informed approach to managing behaviour and well-being using ITIPS and RULER strategies.
- Training for staff in understanding conditions such as autism
- Use of different spaces including nurture rooms, group rooms and the sensory room where pupils can regulate their emotions during a moment of sensory overload.

Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Was the pupil unable to understand the rule or instruction?
- Was the pupil unable to act differently at the time as a result of their SEND?
- Is the pupil likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is 'yes', it may be unlawful for the school to sanction the pupil for the behaviour. The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs and disability co-ordinator (SENDCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being **met**.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the pupil's parents/carers and the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

7.11 False, Malicious and Unfounded Reporting of Incidents

Where a report of an incident is found to be deliberately false or malicious then this will be considered a breach of the school rules and values as they are not respectful to others. Sanctions and consequences will be applied in line with those laid out in this policy. All pupils, staff and parents/carers are required to be honest in their account of an incident to allow the school to effectively deal with incidents in a way that is fair for everyone.

7.12 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils.

All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded on a physical intervention form and on CPOMS and reported to parents/carers who should be given a copy of the form.

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

All members of staff are aware of the regulations regarding the use of force by schools staff, as set out in DfEE Circular 10/98, relating to section 550A of the Education Act 1996: *'The Use of Force to Control or Restrain Pupils'*. The actions that we take are in line with government guidelines on the restraint of children.

7.13 Confiscation and searching

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation. See Appendix 4.

7.14 Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Sanctions will only be given out in relation to incidents where the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

7.15 Online misbehaviour

All pupils (and parents/ carers) have signed an 'acceptable use of the internet' agreement upon enrolment in the school. Failure to comply with this agreement could result in pupils being banned from use of the internet. For minor/accidental incidents pupils will be given a warning. More serious breaches of the agreement will mean pupils could be banned from using the internet and/or any ICT equipment in school, the timescale of which will be judged depending on the offence. All incidents of inappropriate internet use must be reported to SLT and logged on CPOMS.

The school can issue behaviour sanctions to pupils for online misbehaviour in or out of school time when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

7.16 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, while they are the responsibility of the school, the school will make an initial assessment of whether to report the incident to the police. When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police. If a decision is made to report the matter to the police, the headteacher, deputy headteacher or DSL will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

7.17 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis,

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to our Safeguarding and Child Protection Policy on the school website for more information.

7.18 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct. Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

7.19 Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help the pupil to understand how to improve their behaviour and meet the expectations of the school. This will include completing a Blue Print with an adult when behaviour reaches Level 4 or above.

If a pupil has had to spend time out of the classroom (e.g. time out in a partner class or an internal exclusion) they will meet with the pastoral manager and/ or the class teacher before returning to their class to complete a Blue Print and support their reintegration. Any further support needed will be considered and discussed, including additional support such as joining a Nurture Group or additional pastoral support. Parents/ carers will be informed by the class teacher or a member of SLT.

Following a suspension a reintegration meeting is held with a member of SLT, the pupil and their parents/carers. A record of this meeting is completed and a copy given to the parent. This includes strategies and next steps for support.

If needed an individual behaviour support plan and/or risk assessment will be completed for the pupil. This may involve support from outside agencies including CAMHS , New River College Behaviour Outreach and the Bridge Outreach.

8. Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our Safeguarding and Child Protection Policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate. Please refer to our Safeguarding and Child Protection Policy which can be found on the school website for more information.

8.1 Extremism and radicalisation

Staff will also take action if they witness behaviour, or suspect that pupils and/or families that point to extremism or radicalisation. These could include the following:

- Showing sympathy for extremist causes
- Justifying or even glorifying violence
- Possessing illegal or extremist literature and advocating messages similar to illegal organisations such as Muslims against Crusades or groups such as the English Defence League.

Staff should use their professional judgment in identifying children who might be at risk of radicalisation and act proportionately and follow the safeguarding procedures when and where concerns are raised.

Where there are concerns about keeping children and young people safe from extremism and radicalisation the staff member must share their concerns with the DSL. See the child protection and safeguarding policy on the school website for more information.

Building children's resilience to radicalisation

As a school, we already have a strong focus on children's personal, social and emotional development. We are committed to doing this in an age appropriate way, through ensuring children learn right from wrong, mix and share with other children and value other's views, know about similarities and differences between themselves and others, and challenge negative attitudes and stereotypes. Our personal development curriculum ensures that this planned and taught in consistent way across the school. See the Online Safety Policy, which can be found on the school website, for more information on how we protect children from online radicalisation.

Promoting British Values

As a school, we actively promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs. These British Values are very visible and witnessed in our curriculum, conversations, and displays.

We ensure actively promote principles and values which -

- Enable children to develop their self-knowledge, self-esteem and self-confidence
- Enable children to distinguish right from wrong and to follow school expectations which will prepare them to respect the civil and criminal law of England in the future
- Encourage children to accept responsibility for their behaviour and train them to regulate it, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the setting is situated and to society more widely
- Enable children to acquire a broad general knowledge of and respect for public institutions and services such as fire fighters, health services, libraries, police and green spaces in the locality

- Further tolerance and harmony between different religious and cultural ways of life and traditions by enabling children to acquire an appreciation of and respect for their own and other cultures
- Encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010
- Encourage making choices from an early age to support growing understanding and respect for democracy and support for participation in the democratic process,

9. Pupil transition

Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information relating to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour will be shared with the new school when pupils move on where relevant to do so. Pupils who are identified as needing extra support with transition to a new setting e.g. moving to secondary school will be provided with this either through the school pastoral support or working with external partners.

10. Training

As part of their induction process, our staff are provided with regular training on managing behaviour and the school procedures and policies. Ongoing professional development is also provided, including training on:

- The needs of the pupils at the school
- How SEND and mental health needs can impact behaviour
- Training on Trauma Informed Practice (ITIPS)
- Effective behaviour management strategies e.g. Positive Playtimes lunchtime superhero training, positive behaviour management

A record of staff training is held by the school office. Staff are expected to inform them of any training undertaken.

Staff have access to supervision and reflective practice groups (depending on their role). These provide opportunities to discuss and reflect on children's needs and well-being including thinking about reasons behind behaviour and effective strategies for managing

this. The school has a link CAMHS worker and an Educational Psychologist who can also offer advice.

11. Monitoring arrangements

Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural incidents, including child on child abuse, prejudice based incidents and physical aggression against staff
- Bullying including cyber bullying
- Attendance
- Permanent exclusions and suspensions
- Use of off-site pupil referral units and managed moves
- Incidents of searching and confiscation linked to prohibited items
- Perceptions and experiences of the school behaviour culture for staff, pupils and parents/ carers (via surveys)

The data will be analysed every term (excepts surveys which are annual) by the senior leadership team and reported to the governing body.

The data will be analysed from a variety of perspectives including:

- At school level
- By class or year group
- By term
- By protected characteristic (where information is available).

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle them.

Monitoring this policy

This behaviour policy will be reviewed by the headteacher and full governing body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data. At each review, the policy will be approved by the governing body.

The written statement of behaviour principles (Appendix 5) will be reviewed and approved by the full governing body annually.

12. Links with other policies

This behaviour policy is linked to the following policies

- Suspension and Exclusions policy
- Safeguarding and Child protection policy
- Anti Bullying policy
- Equality, Diversity and Inclusion policy
- SEND policy

Appendix 1



Moreland Primary School Anti-Bullying Policy

Rationale, Principles and Values:

This policy has been written in consultation with children, staff, parents and governors. We at Moreland Primary School are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Our ethos is based on the values of love and respect. We recognize that each person is unique and equal. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a *TELLING* school. This means that *anyone* who knows that bullying is happening is encouraged to tell the staff.

School's Responsibilities:

- The Head teacher Catherine Lawrence has overall responsibility for this anti-bullying policy.
- The governor for Inclusion, and therefore Anti-bullying, is Jo Honigmann.
- The school will meet the legal requirements for all schools to have an anti-bullying policy in place.
- The school will work closely with other professional agencies to ensure that children stay safe.
- All governors, teaching and non-teaching staff, pupils and parents/guardians will have an understanding of what bullying is.
- All governors, teaching and non-teaching staff, pupils and parents/guardians will know what the school policy is on bullying.
- Pupils and parents/carers will be assured that they will be supported when bullying is reported.
- Whole school initiatives (such as RULER, ITIPS, Equaliteach, specialist workshops, anti-bullying week, children's mental health week) and a proactive anti-bullying curriculum (including PSHE, RSE, Global citizenship and Emotional Literacy) will be used throughout the school.
- A positive, caring ethos will be created within the school environment where everyone can work and express themselves free from fear of being bullied.

Objectives:

- All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- All governors and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.
- As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.
- Bullying will not be tolerated.

Definitions of Bullying

Bullying is defined as 'The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online'.

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: Racial Faith-based Gendered (sexist) Homophobic/biphobic Transphobic Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, disability, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

It should be noted that single incidents of hurtful or thoughtless behaviour should also be taken seriously and dealt with according to policy guidelines. Bullying is deliberately hurtful behaviour that is repeated over a period of time where there is an imbalance of power. This can take the form of name-calling, violence, threatened violence, isolation, ridicule or indirect action such as spreading unpleasant stories about someone.

The school works hard to ensure that all pupils know the difference between bullying and simply “falling out”.

We recognise that bullying can occur in younger children also and that staff need to be aware of how bullying presents in young children and how to manage this. EYFS staff receive specific training and the Early Years Behaviour Policy contains information bullying in younger children.

Signs of Bullying

The following are not caused only by bullying, but provide a useful initial checklist for adults (staff and parents/carers) to consider when identifying that bullying may be occurring.

Children may:

- be frightened of walking to and from school
- be unwilling to go to school
- beg an adult to take them to school
- change their route to school
- begin doing poorly in their school work
- come home regularly with clothes or books destroyed
- become withdrawn
- start stammering
- become distressed
- stop eating
- attempt suicide
- cry themselves to sleep
- have nightmares and call out to be left alone
- have unexplained cuts, scratches and bruises
- have their possessions go missing
- ask for or begin stealing money to pay the bully
- continually 'lose' their pocket money
- refuse to say what's wrong
- hide their phone or device or be secretive about what is on it
- give improbable excuses to explain any of the above.

School Procedures

1. Pupils must report any incident of bullying to a member of staff, usually the Class Teacher.
2. All reported incidents of bullying will be investigated and taken seriously by staff members. A record will be kept of incidents and monitored by staff.

3. Prejudice related incidents will be recorded on CPOMS in the appropriate category and reported to governors.
4. Each pupil involved in an incident must be given an opportunity to talk and the discussion should remain focused on finding a solution to the problem and stopping the bullying recurring. A RULER Blueprint should be used to support these conversations.
5. The Class Teacher will also address issues through P.S.H.E lessons and/or Circle Time if an incident is not resolved.
6. The Head Teacher must be informed of all reported incidents of bullying.
7. The parents of bullies and their victims will be informed of an incident and the action that has taken place and asked to support strategies proposed to tackle the problem.
8. The bully will also be reminded of the possible consequences of bullying and the sanctions for repeated incidents will be clearly explained to them.
9. Persistent bullies may be suspended or permanently excluded from school if no improvement in behaviour is seen.
10. Children will be encouraged to develop a strong sense of their own worth as human beings which will not be damaged by the efforts of potential bullies to insult or control them.

Advice to Children

We use the Anti Bullying Alliance recommendations.

If you are bullied:

1. Tell someone you trust
 2. Keep a record of what's happening
 3. Don't retaliate
 4. Surround yourself with people that make you feel good
 5. Don't blame yourself – it is NOT your fault
 6. Be proud of who you are
- It doesn't matter what colour hair you have; what trainers you are wearing; how you speak; how you walk; how you talk – it is not your fault if you get bullied. We are all different in some way and that's what makes us amazing.
 - Whether you are a boy or a girl, old or young, big or small – bullying makes you feel rubbish and it's okay to be upset about it. The important thing is that you tell someone about it.
 - If you feel you can, talk to a teacher you trust or a family member. If you don't want to do that you can always call Childline 0800 11 11 or visit www.childline.org.uk.
 - Write down what happened, when it happened, and who was involved. If the bullying is online, keep the evidence – save or copy any photos, videos, texts, e-mails or posts.
 - It can be tempting if you are being bullied to take revenge – for example to send a horrible message back to someone; to try and embarrass and hurt the other person, or to fight back. This is not a good idea – you might end up getting in trouble or get yourself even more hurt.

- Think about other ways you can respond to bullying. For example, practice saying ‘I don’t like it when you say that/do that – Stop.’ Think about other people who can help you if you are being bullied – this could be other classmates, or a teacher.
- Only spend time with people who make you feel good about yourself. If someone constantly puts you down they are not a real friend/ boyfriend/ girlfriend and not worth your time.
- Be kind to yourself, and do things that make you feel good, relax and make new friends. You might make music; write lyrics; draw cartoons; dance; act or join a sports club. This is your life so make sure it’s the best life possible – don’t let anyone bring you down.
- Remember to respect other people! Just because someone is different to you and your friends – that doesn’t mean you are better than them or have a right to make them feel bad. If you mess up, say sorry. You don’t have to be friends with everyone – but you should always make it clear that you don’t like it when people bully others, and stick up for people who are having a hard time.

You can stop bullying:

- do not stand by and watch- get help
- show that you and your friends disapprove
- give sympathy and support to children who may be bullied
- be careful not to make personal remarks or tease-imagine how you would feel
- if you know of serious bullying, tell a trusted adult. It is not telling tales, the victim may be too scared to tell.

Community cohesion and inclusion

The policies, system and practices at Moreland Primary School set out to promote community cohesion and inclusion. We provide a high quality educational experience for all children, regardless of any protected characteristics they may have. It is clear from the statements around the school, that discriminatory or offensive comments or actions relating to any of the protected characteristics are not tolerated at Moreland.

Staff aim to maximise the potential of all our pupils through:

- Setting suitable learning challenges.
- Responding to children’s diverse needs.
- Overcoming potential barriers to learning.

Monitoring and evaluation of the policy:

To ensure the policy is effective, it will be regularly monitored and evaluated. The Curriculum Committee of the governing body monitors the impact of all policies. This committee report its findings to the full governing body and it will be amended as necessary. We aim to monitor the policy through analysis of behaviour incidents and bullying incidents recorded on CPOMS, the annual children’s questionnaire and work done during Anti-Bullying week.

Conclusion

At Moreland Primary School we take seriously our responsibilities to address any incidents of bullying and prejudice related incidents and prevent their recurrence. In this we need the co-operation and support of parents and a shared understanding of the issues involved. This policy is intended to assist that understanding. A child friendly version of this policy is also available.

More Information

More information and help is available from the following :

Helplines

- **ChildLine:** ChildLine is the UK's free, confidential helpline for children and young people. They offer advice and support, by phone and online, 24 hours a day. Whenever and wherever you need them, they'll be there. Call 0800 1111. They have a designated page for bullying issues that includes a new video about building up your confidence after bullying.
- **Direct Gov:** Information for young people on cyberbullying, bullying on social networks, Internet and email bullying, bullying on mobile phones, bullying at school, what to do about bullying, and information and advice for people who are bullying others and want to stop.
- **EACH :** EACH has a freephone Helpline for children experiencing homophobic, biphobic or transphobic bullying or harassment: 0808 1000 143. It's open Monday to Friday 10am-5pm.
- **Victim Support:** They offer support to young people affected by crime. Their Children and Young People's (CYP) Service also deals with cases of bullying; offering advice and working with professionals to ensure young people get the support they need. You can call their Supportline for free on 08 08 16 89 111.

Websites

The websites below have lots of information and advice for anyone who has experienced bullying.

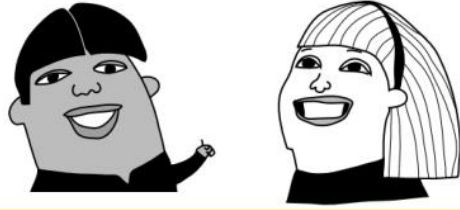
- The Child Exploitation and Online Protection Centre (CEOP) maintains a website for children and young people, and parents and carers about staying safe online: [Think U Know](#)
- Childline: [information about bullying](#)
- Kidscape: [information for young people](#)
- Family Lives: www.familylives.org.uk

Reporting cyberbullying

- If someone makes you feel uncomfortable or upset online, talk to an adult you can trust, such as a relative or a teacher. If you would prefer to talk to someone in confidence you can contact [Childline](#) (0800 1111)
- If someone has acted inappropriately online towards you, or someone you know, you can report directly to the [Child Exploitation and Online Protection Centre](#) (CEOP). It could be sexual or threatening chat, or being asked to do something that makes you feel uncomfortable or someone asking to meet up.

Top anti-bullying tips

Tips for children and young people



Are you a young person who's suffering at the hands of bullies? Or maybe you're witnessing others being bullied? Either way there are ways around it. Here's our anti-bullying tips for you.

If you're worried about bullying speak to someone you trust or you can call ChildLine on 0800 11 11

- It doesn't matter what colour hair you have; what trainers you are wearing; how you speak; how you walk; how you talk – **it is not your fault if you get bullied.** We are all different in some way and that's what makes us amazing.
- Whether you are a boy or a girl, old or young, big or small – bullying makes you feel rubbish and it's okay to be upset about it. **The important thing is that you tell someone about it.**
- If you feel you can, talk to a teacher you trust or your parents, brother or sister. If you don't want to do that **you can always call Childline** 0800 11 11 or visit www.childline.org.uk.
- Keep a record of what happened, when it happened, and who was involved. If the bullying is online, **keep the evidence** – save or copy any photos, videos, texts, emails or posts.
- It can be tempting if you are being bullied to retaliate – for example to send a horrible message back to someone; to try and embarrass and hurt the other person, or to fight back. **This is not a good idea– you might end up being seen as the trouble maker or get yourself even more hurt.**
- **Think about other ways you can respond to bullying.** For example, practice saying: "I don't like it when you say that/do that – please stop." Think about other people who can help you if you are being bullied – this could be other classmates, or a teacher.
- **Only hang out with people who make you feel good about yourself.** If someone constantly puts you down they are not a real friend and not worth your time.
- **Be kind to yourself,** and do things that make you feel good, relax and make new friends. You might play an instrument; write lyrics; draw cartoons; dance; act or join a sports club. This is your life so make sure it's the best life possible – don't let anyone bring you down.
- **Remember to be kind to other people!** Just because someone is different to you and your friends – that doesn't mean you are better than them or have a right to make them feel bad. If you mess up, say sorry. You don't have to be friends with everyone – but you should always show respect, make it clear that you don't like it when people bully others, and stick up for people who are having a hard time.



Appendix 2

RULER Approach and Teaching Emotional Literacy

All classes have weekly emotional literacy lessons. These Emotional Literacy lessons are based upon the strategies and research from the RULER approach at Yale University. Through these lessons we aim to teach children the skills and strategies of how to manage emotions and support their own mental health. We understand that children are not born with these strategies and not all children will develop all of the desired skills during their Primary and Secondary years. Our approach is proactive and helps prevent serious mental health issues. The scheme dismantles barriers to learning along with building relationship among peers.

Each lesson builds on the previous lesson and there is progression of skills through the years. However, there is repetition of some key aims such as resilience, dealing with conflict and using the mood meter as these are key teaching points that should be practiced. It is important to teach lessons that help children develop emotional vocabulary. "If you can name it, you can tame it," Marc Brackett (RULER.)

The teaching of these lessons are supported through our emotional literacy wellbeing booklets, language progression and mental health progression map.

Appendix 3



Suspension and Permanent Exclusion Policy

Date: 08/09/2022 Reviewed and edited by Catherine Lawrence.

Review Date: Sept 2024

1. Aims

Our school aims to ensure that:

- The exclusions process is applied fairly and consistently
- The exclusions process is understood by governors, staff, parents and pupils
- Pupils in school are safe and happy
- Pupils do not become NEET (not in education, employment or training)

2. Legislation and statutory guidance

This policy is based on statutory guidance from the Department for Education: Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England August 2024

It is based on the following legislation, which outline schools' powers to exclude pupils:

- Section 52 of the Education Act 2002, as amended by the Education Act 2011
- The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012

In addition, the policy is based on:

- Part 7, chapter 2 of the Education and Inspections Act 2006, which looks at parental responsibility for excluded pupils
- Section 579 of the Education Act 1996, which defines 'school day'

- The Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007, as amended by The Education (Provision of Full-Time Education for Excluded Pupils) (England) (Amendment) Regulations 2014

This policy is also based upon London Borough of Islington guidance 'Exclusion notification procedures and guidance 20-21'

3. The decision to exclude

Only the headteacher, or acting headteacher, can exclude a pupil from school. A permanent exclusion will be taken as a last resort.

Our school is aware that off-rolling is unlawful. Ofsted defines off-rolling as:

“...the practice of removing a pupil from the school roll without a formal, permanent exclusion or by encouraging a parent to remove their child from the school roll, when the removal is primarily in the interests of the school rather than in the best interests of the pupil.”

We are committed to following all statutory exclusions and suspension procedures to ensure that every child receives an education in a safe and caring environment.

A decision to suspend or exclude a pupil will be taken only:

- In response to serious or persistent breaches of the school's behaviour policy, **and**
- If allowing the pupil to remain in school would seriously harm the education or welfare of others

Before deciding whether to suspend or exclude a pupil, either permanently or for a fixed period, the headteacher will:

- Consider all the relevant facts and evidence, including whether the incident(s) leading to the exclusion were provoked
- Allow the pupil to give their version of events
- Consider if the pupil has special educational needs (SEN)

4. Definition

For the purposes of suspensions and exclusions, school day is defined as any day on which there is a school session. Therefore, INSET or staff training days do not count as a school day.

5. Roles and responsibilities

5.1 The headteacher

Informing parents/ carers

The headteacher will immediately provide the following information, in writing, to the parents of a suspended or excluded pupil:

- The reason(s) for the suspension or exclusion
- The length of a suspension or, for a permanent exclusion, the fact that it is permanent

- Information about parents/carers' right to make representations about the suspension or exclusion to the governing board and how the pupil may be involved in this
- How any representations should be made
- Where there is a legal requirement for the governing board to meet to consider the reinstatement of a pupil, and that parents have a right to attend a meeting, be represented at a meeting (at their own expense) and to bring a friend
- Provide work for the pupil to complete at home for the first 5 days of any exclusion which may be provided online if appropriate

The headteacher will also notify parents/carers by the end of a suspension session on the day their child is excluded that for the first 5 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 a good reason. Parents/carers may be given a fixed penalty notice or prosecuted if they fail to do this.

If alternative provision is being arranged, the following information will be included when notifying parents/carers of a suspension or exclusion:

- The start date for any provision of full-time education that has been arranged
- 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
- Any information required by the pupil to identify the person they 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 will be provided 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/carers' consent.

If a pupil has a social worker, or if a pupil is looked-after, the headteacher must, also without delay after their decision, notify the social worker and/or VSH, as applicable.

The Headteacher may cancel an exclusion that has not been reviewed by the governing board. This practice is sometimes known as withdrawing/rescinding a suspension or permanent exclusion. If this occurs, parents/carers, the governing board and the local authority should be notified, and if relevant, the social worker and VSH.

Informing the governing board and local authority

The headteacher will immediately notify the governing board and the local authority (LA) of:

- A permanent exclusion, including when a suspension is followed by a decision to permanently exclude a pupil
- Suspensions which would result in the pupil being excluded for more than 5 school days (or more than 10 lunchtimes) in a term

- Suspensions which would result in the pupil missing a public examination or national curriculum test

For a permanent exclusion, if the pupil lives outside the LA in which the school is located, the headteacher will also immediately inform the pupil's 'home authority' of the exclusion and the reason(s) for it without delay.

For all other suspensions, the headteacher will notify the governing board and LA once a term.

Summarised in Appendix B and C.

5.2 The governing board

Responsibilities regarding suspensions and exclusions are delegated to the CCPS Committee of the governing body consisting of at least 3 governors.

The CCPS Committee of the governing body has a duty to consider the reinstatement of an excluded pupil (see section 6).

Within 14 days of receipt of a request, the governing board will provide the secretary of state and the local authority with information about any suspensions or exclusions in the last 12 months.

For a suspension of more than 5 school days, the governing board will arrange suitable full-time education for the pupil. This provision will begin no later than the sixth day of the exclusion.

Where applicable, both the social worker and/or VSH, must be informed when a governing board meeting is taking place, in order to share information. The social worker and/or the VSH can attend the meeting, should they wish to do so.

Summarised in Appendix D.

5.3 The LA

When the headteacher suspends or permanently excludes a pupil, they must also notify the local authority, without delay. This must be done regardless of the length of a suspension.

For permanent exclusions, the LA is responsible for arranging suitable full-time education to begin no later than the sixth day of the exclusion.

Must have regard to the relevant statutory guidance when carrying out its duties in relation to the education of looked after children.

6. Considering the reinstatement of a pupil

The governing body will consider the reinstatement of an excluded or suspended pupil within 15 school days of receiving the notice of the exclusion/ suspension if:

- The exclusion is permanent
- It is a suspension which would bring the pupil's total number of school days of exclusion to more than 15 in a term

➤ It would result in a pupil missing a public examination or national curriculum test

If requested to do so by parents, the governing body will consider the reinstatement of an excluded pupil within 50 school days of receiving notice of the exclusion if the pupil would be excluded from school for more than 5 school days, but less than 15, in a single term. Where an exclusion would result in a pupil missing a public examination or national curriculum test, the governing body will consider the reinstatement of the pupil before the date of the examination. If this is not practicable, the chair of the governing board (or the vice-chair where the chair is unable to make this consideration) will consider the exclusion independently and decide whether or not to reinstate the pupil.

The governing body can either:

➤ Decline to reinstate the pupil, or

➤ Direct the reinstatement of the pupil immediately, or on a particular date

In reaching a decision, the governing body will consider whether the exclusion was lawful, reasonable and procedurally fair and whether the headteacher followed their legal duties. They will decide whether or not a fact is true 'on the balance of probabilities', which differs from the criminal standard of 'beyond reasonable doubt', as well as any evidence that was presented in relation to the decision to exclude.

Minutes will be taken of the meeting, and a record of evidence considered kept. The outcome will also be recorded on the pupil's educational record.

The following parties must be invited to a meeting of the governing board and allowed to make representations or share information:

- parents (and, where requested, a representative or friend);
- the pupil if they are 18 years or over;
- the headteacher;
- a representative of the local authority (in the case of a maintained school or PRU);⁴⁸
- the child's social worker if the pupil has one; and
- the VSH if the child is LAC.

The governing body will notify, in writing, the headteacher, parents and the LA of its decision, along with reasons for its decision, without delay.

Where an exclusion is permanent, the governing body's decision will also include the following:

➤ The fact that it is permanent

➤ Notice of parents' right to ask for the decision to be reviewed by an independent review panel, and:

- The date by which an application for an independent review must be made
- The name and address to whom an application for a review should be submitted

- That any application should set out the grounds on which it is being made and that, where appropriate, reference to how the pupil's SEND are considered to be relevant to the exclusion
- That, regardless of whether the excluded pupil has recognised SEND, parents have a right to require the local authority to appoint an SEND expert to attend the review
- Details of the role of the SEND expert and that there would be no cost to parents for this appointment
- That parents must make clear if they wish for an SEND expert to be appointed in any application for a review
- That parents may, at their own expense, appoint someone to make written and/or oral representations to the panel, and parents may also bring a friend to the review

➤ That if parents believe that the exclusion has occurred as a result of discrimination, they may make a claim under the Equality Act 2010 to the first-tier tribunal (special educational needs and disability), in the case of disability discrimination, or the county court, in the case of other forms of discrimination. A claim of discrimination made under these routes should be lodged within 6 months of the date on which the discrimination is alleged to have taken place

7. An independent review

If parents apply for an independent review, the local authority will arrange for an independent panel to review the decision of the governing board not to reinstate a permanently excluded pupil.

Applications for an independent review must be made within 15 school days of notice being given to the parents by the governing body of its decision to not reinstate a pupil.

A panel of 3 or 5 members will be constituted with representatives from each of the categories below. Where a 5-member panel is constituted, 2 members will come from the school governors category and 2 members will come from the headteacher category.

- A lay member to chair the panel who has not worked in any school in a paid capacity, disregarding any experience as a school governor or volunteer
- School governors who have served as a governor for at least 12 consecutive months in the last 5 years, provided they have not been teachers or headteachers during this time
- Headteachers or individuals who have been a headteacher within the last 5 years

A person may not serve as a member of a review panel if they:

- Are a member of the local authority, or governing board of the excluding school
- Are the headteacher of the excluding school, or have held this position in the last 5 years
- Are an employee of the local authority, or the governing board, of the excluding school (unless they are employed as a headteacher at another school)

- Have, or at any time have had, any connection with the local authority, school, governing board, parents or pupil, or the incident leading to the exclusion, which might reasonably be taken to raise doubts about their impartiality
- Have not had the required training within the last 2 years (see Appendix 1 for what training must cover)

A clerk will be appointed to the panel.

The independent panel will decide one of the following:

- Uphold the governing board's decision
- Recommend that the governing board reconsiders reinstatement
- Quash the governing board's decision and direct that they reconsider reinstatement (only when the decision is judged to be flawed)

The panel's decision can be decided by a majority vote. In the case of a tied decision, the chair has the casting vote.

8. School registers

A pupil's name will be removed from the school admissions register if:

- 15 school days have passed since the parents were notified of the exclusion panel's decision to not reinstate the pupil 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 has been made, the governing board will wait until that review has concluded before removing a pupil's name from the register.

Where alternative provision has been made for an excluded pupil and they attend it, code B (education off-site) or code D (dual registration) will be used on the attendance register.

Where excluded pupils are not attending alternative provision, code E (absent) will be used.

9. Returning from a Suspension

Following a fixed-term exclusion, a re-integration meeting will be held involving the pupil, parents, a member of senior staff and other staff, where appropriate. For those children known to Bright Start or CSC a TAC should take place following any exclusion. The school's Bright Start link should attend the reintegration meeting for any exclusion 5 days or more.

The following measures may be implemented when a pupil returns from a fixed-term exclusion:

- Agreeing a behaviour contract
- Putting a pupil 'on report'
- Internal isolation or part isolation
- Targeted youth support services

10. Monitoring arrangements

The Headteacher monitors the number of exclusions every term and reports back to the Governors. They also liaise with the local authority to ensure suitable full-time education for excluded pupils.

This policy will be reviewed by the Headteacher every year. At every review, the policy will be shared and approved by the CCPES committee of the governing board.

This policy will be superseded by changes to the statutory guidance from the Department for Education: Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - Guidance for maintained schools, academies, and pupil referral units in England August 2024 and legislation.

11. Links with other policies

This exclusions policy is linked to our:

- Behaviour, Discipline and Anti-bullying policy
- SEND policy and information report
- Looked after child and previously looked after child policy

Appendix A: Independent review panel training

The local authority must ensure that all members of an independent review panel and clerks have received training within the 2 years prior to the date of the review.

Training must have covered:

- The requirements of the primary legislation, regulations and statutory guidance governing exclusions, which would include an understanding of how the principles applicable in an application for judicial review relate to the panel's decision making
- The need for the panel to observe procedural fairness and the rules of natural justice
- The role of the chair and the clerk of a review panel
- The duties of headteachers, governing boards and the panel under the Equality Act 2010
- The effect of section 6 of the Human Rights Act 1998 (acts of public authorities unlawful if not compatible with certain human rights) and the need to act in a manner compatible with human rights protected by that Act

Appendix B Support and Intervention: Fixed Period Exclusions Protocol



Support and Intervention: Fixed Period Exclusions Protocol (Islington Residents)

Children subject to **early childhood trauma** such as being victim to different forms of abuse, neglect or exploitation are also more likely to need additional support in a school setting, and potentially **more likely to exhibit challenging behaviours** that may lead to exclusion. Given the vulnerability and risks linked to school exclusion, it is crucial that children and families are offered **targeted support**, to prevent behaviours and risk escalating. A recent report of the Child Safeguarding Practice Review Panel (*It was hard to escape: safeguarding children at risk from criminal exploitation, 2020*) found that permanent exclusion was identified by practitioners and family members as a trigger for a significant escalation of risk.

Quality First Teaching

Inclusive educational practice to support children's social, emotional and mental health needs

Resource: [Behaviour Handbook](#)

Escalation in challenging behaviour leads to a **fixed-period exclusion**

Early Support and Intervention Offer

It is Islington's policy to provide additional support to the child and family to:

- Better understand the needs of the child, siblings and parents/ carers
- Help the child understand what has happened and remain in a stable learning environment
- Understand when and why behaviours are escalating
- Reduce risk of further exclusion.

Where parental consent is refused, the young person may self-refer to [Targeted Youth Service \(TYS\)](#)

NOT KNOWN TO BRIGHT START 5-19/SOCIAL CARE SERVICES

KNOWN TO BRIGHT START 5-19/SOCIAL CARE SERVICES

Reintegration from Exclusion

At the reintegration meeting, the DSL or Head Teacher explore support needs, and seek consent for a referral to a targeted support service. **The School's Bright Start link must attend the reintegration meeting for any exclusion of 5 days or more.**

Reintegration from Exclusion

As well as holding a reintegration meeting, the DSL should liaise with the Lead Professional to ensure information is shared and appropriate support is in place. **A TAC must take place.**

When a child is subject to **further** fixed period exclusion

The DSL should contact [Children's Services Contact Team](#) to check whether there is current involvement from Bright Start 0-5 and/or Bright Start 5-19/Social Care Services.

NO CURRENT INVOLVEMENT

CURRENT INVOLVEMENT

Request for Service

The DSL should make a referral using the [Children's Services request for service form](#) specifying 'Risk of exclusion' under 'Reason for request for service'. Prior to making a referral, a discussion should take place with the child and family to share concerns and establish options and motivation for support. The sooner we are able to engage with the child, the bigger the impact we are likely to have, and the better the outcomes for the child and family.

Team Around the Child/Family

The DSL should request the Lead Professional holds a meeting (e.g. Professionals, TAF, TAC, CIN, Core Group) to consider needs, risks and options for support; including an intervention focused on re-engaging the child/young person in education.

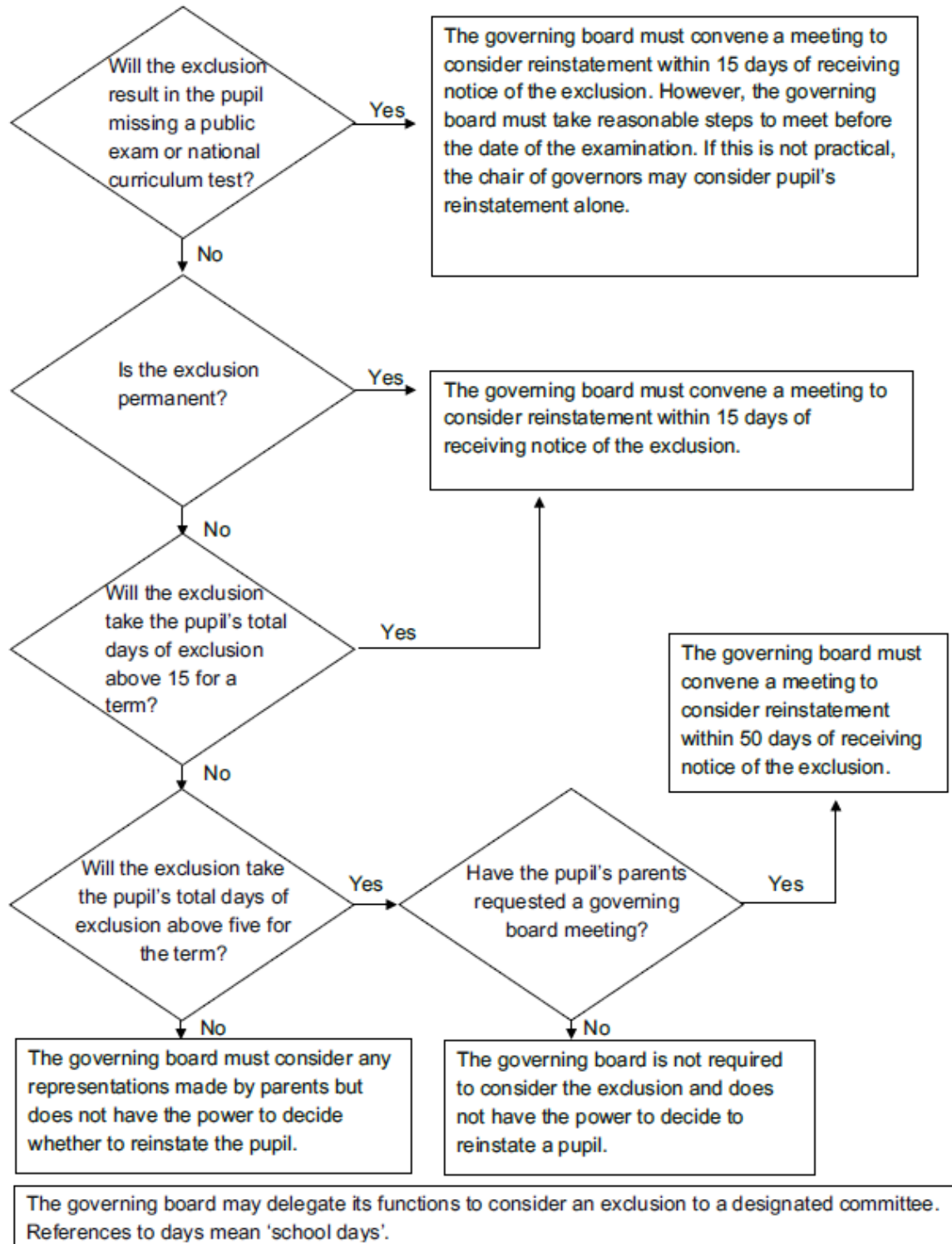
Appendix C School Administrative Procedures

Exclusions: School Administrative Procedures

<p>Permanent <i>(The parent supervises the child during the first 5 days and the home Local Authority must by law make full-time supervised provision from Day 6)</i></p> <ul style="list-style-type: none"> • Notify the parent by phone on Day 1 • Notify the parent in writing using Islington's Model Letter 4 • Provide work for the pupil to complete at home during the first 5 days • Add the exclusion to SIMS. NB. Only use 'Other' for weapon-related incidents. If a weapon is involved, keep a record of whether this involved possession, threat or use. • Send a copy of the exclusion letter to gabriella.di-sculio@islington.gov.uk and on Day 1 • If the pupil is not an Islington resident, you must notify the home authority on Day 1. Exclusion contacts are also available from gabriella.di-sculio@islington.gov.uk • Ask the relevant member of staff to complete the pupil summary and risk assessment asap • The clerk needs to organise a meeting of the governors' discipline panel to consider the exclusion. The hearing must take place between the 6th and 15th day of the exclusion • The school will need to prepare a report outlining the reasons for the permanent exclusion. Please see checklist below. • The clerk must circulate the report to the parent, governors, Exclusions Officer and any other interested parties 5 days prior to the hearing. • The clerk should minute the meeting and within 1 day notify the parent in writing of the governors' decision. • Update SIMS with hearing dates and outcome. • If the exclusion is reduced to fixed period or the pupil is reinstated, change the exclusion type from permanent to 'fixed period' or record the outcome as 'reinstated from permanent'. • The pupil must remain on the school's roll until the last date for lodging an independent review expires. • Attendance register: the pupil should be marked 'E' during the first 5 days of the exclusion and 'D' thereafter. 	<p>Fixed Period <5 days <i>(The parent is required by law to make arrangements for the child's supervision)</i></p> <ul style="list-style-type: none"> • Notify the parent by phone on Day 1 • Notify the parent in writing using Islington's Model Letter 1. Include a date for a reintegration interview (good practice). • Provide work for the pupil to complete at home. • Add the exclusion to SIMS. NB. Only use 'Other' for weapon-related incidents. If a weapon is involved, keep a record of what the weapon was and whether this involved possession, threat or use. • Attendance register: the pupil should be marked 'E' during the period of exclusion. <p>Fixed Period 6-15 days NB This includes consecutive exclusions where one exclusion directly follows another without the pupil returning to school in between. <i>(The parent supervises the child during the first 5 days and the school must by law make full-time supervised provision from Day 6)</i></p> <ul style="list-style-type: none"> • Notify the parent by phone on Day 1 • Notify the parent in writing using Islington's Model Letter 2. Include a date for a reintegration interview and send a copy to in-year@islington.gov.uk • Provide work for the pupil to complete at home during the first 5 days. • Organise full-time supervised provision from Day 6 onwards and record where this will be on SIMS • Add the exclusion to SIMS. NB. Only use 'Other' for weapon-related incidents • Attendance register: the pupil should be marked 'E' during the first 5 days of the exclusion and 'B' thereafter (assuming provision is in place). <p>NOTIFICATION PROCEDURES Schools using SIMS data feed to the LA</p> <p>Fixed Period Exclusions</p> <ul style="list-style-type: none"> • Complete SIMS record on Day 1 <p>Permanent Exclusions</p> <ul style="list-style-type: none"> • Complete the SIMS record on Day 1 AND email the letter, pupil summary and risk assessment to gabriella.di-sculio@islington.gov.uk on Day 1 	<p>Fixed Period 15-45days <i>(Maximum number of days for a fixed period exclusion is 45 days. This includes a cumulative total in any one academic year. The parent supervises the child during the first 5 days and the school must by law make full-time supervised provision from Day 6)</i></p> <ul style="list-style-type: none"> • Notify the parent by phone on Day 1 • Notify the parent in writing using Islington's Model Letter 3. Include a date for a reintegration interview. • Provide work for the pupil to complete at home during the first 5 days. • Organise full-time supervised provision from Day 6 onwards • Add the exclusion to SIMS. NB. Only use 'Other' for weapon-related incidents. If a weapon is involved, keep a record of what the weapon was and whether this involved possession, threat or use. • The clerk needs to organise a meeting of the governors' discipline panel to consider the exclusion. The hearing must take place between the 6th and 15th day of the exclusion • The school will need to prepare a report outlining the reasons for the permanent exclusion. Please see checklist below. • The clerk must circulate the report to the parent, governors, and any other interested parties 5 days prior to the hearing. • The clerk should minute the meeting and within 1 day notify the parent in writing of the governors' decision. • Update SIMS with hearing dates and outcome. • Attendance register: the pupil should be marked 'E' during the first 5 days of the exclusion and 'B' thereafter (assuming provision is in place). <p>NOTIFICATION PROCEDURES Schools NOT using SIMS data feed to the LA:</p> <p>Fixed Period Exclusions</p> <ul style="list-style-type: none"> • Send a copy of the letter to in-year@islington.gov.uk with details of Day 6 provision. <p>Permanent Exclusions</p> <ul style="list-style-type: none"> • Email the letter, pupil summary and risk assessment to gabriella.di-sculio@islington.gov.uk on Day 1
---	---	---

Appendix D A summary of the governing board’s duties to review the head teacher’s exclusion decision

Annex A – A summary of the governing board’s duties to review the head teacher’s exclusion decision



Appendix 4

Confiscation and searching

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Confiscation

Any prohibited items (listed below) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents/carers, if appropriate.

Prohibited Items

These are:

Knives or weapons

Alcohol

Illegal drugs

Stolen items

Tobacco and cigarette papers

E-cigarettes or vapes

Fireworks

Pornographic images

Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; and
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; or
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff, and make sure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. “I will ask you to turn out your pockets and remove your scarf”
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil’s co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the headteacher or designated safeguarding lead (or deputy) to try to determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified above, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search. An authorised member of staff may search a pupil’s outer clothing, pockets, possessions, desk or locker.

'Outer clothing' includes:

- Any item of clothing that isn't worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes or boots

Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including:

- Desks
- Lockers
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed above) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed above
- If they believe that a search has revealed a safeguarding risk
- All searches for prohibited items (listed above), including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents/carers

Parents/carers will always be informed of any search for a prohibited item (listed above). A member of staff will tell the parents/carers as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, before the strip search takes place, staff will contact at least 1 of the pupil's parents/carers to inform them that the police are going to strip search the pupil, and ask them if they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents/carers, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for information about the role of the appropriate adult).

The pupil's parents/carers will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

Who will be present

This subsection and the 1 directly following apply to strip searches that involve the exposure of a pupil's intimate body parts, but you may decide to follow these procedures for other searches. If so, amend these subsections accordingly.

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

One of these must be the appropriate adult, except if:

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, and
- The appropriate adult agrees

If this is the case, a record will be made of the pupil's decision and it will be signed by the appropriate adult.

No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlements and welfare of the pupil
- Not be a police officer or otherwise associated with the police
- Not be the headteacher
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

Care after a strip search

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

Appendix 5

Written Statement of Behaviour Principles

Mission Statement:

“Reaching higher than I dreamed,
Becoming the person I can really be,
Doing the best that I can
For the world and for me.”

Statement from governors, senior leadership and the staff team

At Moreland, the children are at the heart of all that we do and every decision that we make. We have a nurturing, loving ethos where values permeate through the life of the school. Every pupil understands that they have the right to feel safe, valued and respected and learn free from the disruption of others. We do not discriminate against our pupils, staff, volunteers or visitors and we work to ensure a discrimination-free environment for all. Staff and volunteers set an excellent example to pupils at all times. Rewards, sanctions and reasonable force by trained staff are used consistently and are outlined in this behaviour and discipline policy which is understood by pupils and staff and shared with parents and carers. The section about exclusions explains that we only use exclusion as a last resort and the policy states the difference between suspension and permanent exclusion. Pupils are helped to take responsibility for their actions and are clear about consequences for excellent behaviour as well as consequences for more negative behaviour that needs to improve. Excellent behaviour is expected inside the school building, in the playground, on any trips and in the vicinity of the school. Families are involved in behaviour incidents and we endeavour to foster good relationships between the school and people involved in a pupil's home life. The governing body emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement and the Behaviour and Discipline Policy which includes the anti-bullying policy are reviewed by the senior leadership and staff team on the first Inset day every September and by the governing body in the Autumn term. The contents are shared appropriately with children and families shortly afterwards so there is clarity of expectations. We reinforce the policy during the course of every school year.