

We are an **ambitious** and **inclusive** Trust of schools
strengthening communities through **excellent** education.



Positive Behaviour Management Policy

Date adopted: July 2024 (for September 2024)

Prepared by: Gemma Wills

Ratified by: Governing body

Review date: July 2025

Contents Page

Table of Contents

1.0	Version Control Sheet	3
2.0	Policy Outline	4
3.0	The School Rules	7
4.0	Sanctions	10
5.0	Early Years Foundation Stage	11
6.0	Staff Induction, Development and Support	12
7.0	Parental Involvement	12
8.0	Behaviour Care Plans	13
9.0	Bullying and Discrimination	13
10.0	Suspension	16
11.0	Permanent Exclusion (PEX)	17
12.0	Search and Confiscation	17
13.0	Restraint	18
14.0	Wilful and Accidental Damage	19
15.0	Student Conduct outside the school premises	19
16.0	Behaviour of parents/carers	20
17.0	Complaints	20
18.0	Malicious/false allegations	21

1.0 Version Control Sheet

Prepared by: Gemma Wills

This policy has been adopted by the LGB of Exwick Heights Primary School on: Thursday 23rd November 2023

Review date: July 2024

Document date	Summary of changes
July 2024	Explanation of 'Green Room'
July 2024	Addition of the option to place a child straight onto 'unacceptable behaviour.'
July 2024	Addition of restorative conversation mats

Other relevant Exwick Heights Primary School policies include:

- Equality Policy
- SEND Policy
- Anti-Bullying Statement
- Uniform Policy
- Ted Wragg Multi Academy Trust Exclusion Policy
- Ted Wragg Multi Academy Trust Attendance Policy
- Ted Wragg Multi Academy Trust Supporting pupils with medical conditions Policy
- Ted Wragg Multi Academy Trust Computer/Mobile device and online use policy - pupils

Note: This behaviour policy has been written as a policy for the whole school. While it should be followed it should also be read in accordance with the school's duties under the Equality Act 2010 and should be read in that light together with other relevant policies. Where a child has (or may have) a disability then active consideration must be given to how the policy may be adapted to take into account a child's individual needs. This will include consideration about what reasonable adjustments may be made. Children and parents with SEN/disability should be encouraged to be involved in considering these points. Records should be made about any such changes and any staff who work with these particular children should be informed about any such changes (for example a supply teacher should be made aware of any potential changes). In addition to SEN/disability the policy should also take into account other protected characteristics such as race, religious belief or matters in respect of gender/sexual orientation. If staff have any questions they should seek guidance from a senior leader.

2.0 Exwick Heights Primary School Behaviour Policy

We believe that good behaviour means that everyone in our school is:

- careful and kind
- polite and friendly
- helpful and considerate
- calm and hardworking

We believe that the benefits of good behaviour are that:

Children:

- learn what good behaviour means
- learn to care for others
- feel happy and safe
- learn to be good friends
- develop self-confidence
- achieve as well as possible in their work
- be the best that they can be

Staff:

- teach effectively without disruptions
- meet the needs of all children
- work positively with parents/carers

Parents/Carers:

- feel confident that their children are being taught in a safe and secure environment

2.1 Rationale

We wish to ensure that pupils attending our school have clear guidelines for behaviour which are consistent throughout their time at Exwick Heights. They need to see the purpose of the systems that are in place and that these systems are fair and equitable and devised for the good of the school community in order to nurture respect for others and their environment.

Exwick Heights Primary School has in place a range of rewards to reinforce and praise good behaviour and clear sanctions for those who do not comply with the behaviour policy. This policy aims to outline the measures by which we aim to promote good behaviour, self-discipline and respect; prevent bullying; ensure that pupils complete assigned work; and regulate the conduct of pupils.

The commitment of staff, pupils and parents is vital to develop a positive whole school ethos. Exwick Heights Primary School reserves the right to apply this policy to all pupils and any time a pupil is recognisable as an Exwick Heights Primary School pupil regardless of whether this is before/during/after school name hours and to all matters relating to social media and online activity. The application of this policy is not dependent on whether the pupil is wearing the Exwick Heights Primary School uniform.

2.2 Aims

We aim to create a stimulating and caring environment where all children irrespective of race, gender or disability learn to:

- be increasingly confident and independent – to care for themselves, to be responsible for their personal safety, to develop self-esteem, to take responsibility for their own actions and to take pride in their achievements;

- value others and their similarities and differences, to empathise with and respect their feelings, to care for and co-operate with others, and to enjoy and respect their achievements whatever their gender, ability, colour, religion or culture;
- develop a feeling of collective responsibility by learning to care for their school environment, and developing an understanding of, and concern for, the world around them.

Exwick Heights works to achieve these aims by:

- planning an ambitious, broad and balanced curriculum which will develop to the full each child's intellectual, physical, spiritual, moral, social and cultural development;
- structuring activities and routines to enable children to behave in a positive and appropriate manner for their age and stage of development;
- providing clearly-defined and consistent boundaries which are carefully explained to the children;
- acting as role-models by demonstrating the positive behaviour we wish to encourage among the children;
- providing a supportive environment where appropriate behaviour is encouraged, noticed and praised.

A fundamental part of our policy is the proactive reinforcement of positive behaviour. Our approach is rooted in the belief that recognising, celebrating and rewarding positive actions creates a supportive and nurturing learning environment. All staff are committed to actively seeking out instances of exemplary conduct, whether in academic achievements, social interactions, or adherence to the school rules. By consistently acknowledging and reinforcing positive behaviour, we aim to cultivate a culture where pupils feel valued and encouraged to make positive choices. This approach not only fosters a sense of accomplishment among pupils but also contributes to the overall well-being of our school community.

2.3 Expectations in the classroom

Careful classroom organisation encourages positive and appropriate behaviour. The behaviour of all adults in the school, including visitors, will influence the behaviour of the children. At Exwick Heights we aim to be fair and consistent and to set realistic expectations. Praise and encouragement are given for expected behaviour and our staff actively 'look for the good.' We believe it is necessary to define, both by example and by explanation, what constitutes expected behaviour. This will occur as part of normal classroom SMSC (Spiritual, Moral, Social and Cultural) and Curriculum learning and also at times when behaviour does not meet expectations.

In the classroom children will be expected to:

- stay in their seats during learning time;
- follow the school rules;
- ask permission to go to the toilet;
- engage in discussions with their talk partner;
- take care of equipment and resources;
- be polite and courteous;
- follow all behaviour routines such as 'ready by one,' 'silent stop' and 'STAR.'

2.4 Expectations around the school

Children are encouraged to feel an ownership and responsibility for the school as a whole – by participation in whole-school events, working in and taking responsibility for areas of the school and seeing their learning displayed throughout the school.

Children are expected to behave in a positive and appropriate manner in shared areas such as the corridors, hall and break out spaces. This means walking or moving around the school quietly and calmly so that others are not disturbed or distracted and, especially, for their own and others' safety. Children only move from their classrooms with the permission of, or under the supervision of, an adult. Children using any area of the school are expected to leave it tidy and in a suitable condition for others to use. This should also be consistently modelled by adults.

Movement around school – suggested procedures for large groups moving to the hall or library etc.:

- Teacher should stand at the front of the line and Teaching Assistant at the back;
- Remind children that, we move calmly and safely in the corridors;
- Call the group together using a familiar phrase: e.g. 'Eyes this way please';
- Give out any instructions and set expectations;
- Use set points to walk to and wait i.e. foot of stairs, corners, doors etc.;
- Encourage a child to hold the door for others to pass through (thank them for this and remind the child to respond "you're welcome");
- Walk to the left hand side of the stairs;
- Encourage children to pick up items which have fallen on the floor as they pass rather than walk over them (thank /reward them for doing this);
- Encourage the concept of personal space especially when lining up e.g. not standing too close to the person in front (in due course this should lead to sensible self-disciplined movement around school as the children mature);
- On entering a room, for example, the hall or the library, the adult should stop at the doors and wait for all children to be silent, at this point they will be led into the hall in a straight line;
- During assembly times, children are encouraged to enter and leave the hall in a quiet and calm manner and listen carefully and respond appropriately during acts of collective worship.

At lunchtimes, children are encouraged by the meal time assistants to behave in a quiet and controlled manner and to remain seated while eating.

2.5 Expectations on the playground and field

In the playground, a wider range of behaviour becomes more acceptable as the children run, shout and generally let off steam. However, they are still expected to have consideration for their own and others' safety and feelings.

At breaktime, it is the responsibility of the teachers and teaching assistants on playground duty to supervise the children, model and monitor behaviour. Any problems are usually dealt with in the moment but the child's class teacher may be informed if any behaviour has caused particular concern.

During the lunchtime, the teaching assistants and mealtime assistants assume responsibility for the children but the class teachers and senior leaders are available to support. During wet weather, the children remain in the classrooms. During wet lunch breaks, with support from their line manager, the teaching and mealtime assistants arrange appropriate supervision of, and activities for, the children.

As part of the Positive Behaviour Management Policy, a sanction for breaking the school rules can include loss of break and/or lunchtime. In this instance, the child will remain with the teacher on duty. Children who are brought in from lunch for not following the school rules, will also be based with the teacher on duty.

Parents/carers of any child who persistently disrupts lunchtimes for others may be contacted by the class teacher or a senior leader to discuss ways of supporting the school. Parents/carers may be alerted to the possibility of their child being sent home for lunch for a period of time, until their child's behaviour improves. If such a sanction is necessary, the school will contact Parents/carers and discuss arrangements.

During playtimes children will be expected to:

- Line up quickly and quietly at the end of playtime
- Take care of equipment and the environment;
- Be kind to their peers;
- Play together and look out for those who are lonely;
- Play carefully and not hurt others;
- Tidy away equipment at the end of breaktime;
- Visit the toilet and have a drink in preparation for returning to the classroom;
- Ensure all litter goes in the bin.

2.6 Behaviour Management System

Across our school we have consistent rules, consistent expectations around the use of manners and a consistent approach to rewards and sanctions. It is important that the children are aware of and understand all of these systems. Therefore, The Behaviour Chart, School Rules and Marvellous Manners should be clearly displayed in each classroom and around the school as appropriate.

3.0 The School Rules

All our rules are made with safety and consideration for others in mind and link to our values of **kindness, curiosity and determination**.

The School Rules are:

Kindness

We care about each other and our school
We are honest and take responsibility

Curiosity

We listen well and engage with learning
We ask and answer questions to find out more

Determination

We are organised and ready to learn
We challenge ourselves to be the best we can be

KINDNESS



We care about each other and our school



We are honest and take responsibility

CURIOSITY



We listen well and engage with learning



We ask and answer questions to find out more

DETERMINATION



We are organised and ready to learn



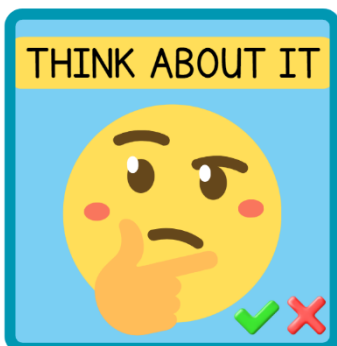
We challenge ourselves to be the best we can be

3.1 Marvellous Manners

The use of 'Marvellous Manners' is crucial to the children developing into well rounded individuals and will be encouraged at all times. Members of staff will also use Marvellous Manners when they are communicating with each other and the children, ensuring that they are excellent role models for the pupils in the school.



3.2 The Behaviour Chart



3.3 Praise and Rewards

Our overall aim is to create a positive learning experience for every child. Exwick Heights Primary School's policy is to draw attention to, and give specific praise for positive and expected behaviour. We regularly celebrate the success of all pupils in a variety of ways as we recognise that focussing on success and positive outcomes is essential to developing a positive culture and ethos across the school. We wish to recognise the vast majority of pupils that make positive behaviour choices every day. The many ways we celebrate success are listed below:

- Staff congratulate and praise children;
- Staff acknowledge and thank children;
- Smiles and supportive comments given by all adults;
- Staff award 'Class Dojos' to children;
- Star learner award in celebration assembly;
- Reach for the Heights sticker;
- Team points;
- Positive communication with parents;
- Accelerated reader awards;
- End of term/year awards;
- Children are sent to share learning with other teachers and/or pupils;
- Learning is displayed in public areas and personal bests displayed in classrooms;
- Sharing on Facebook and in the newsletter;

3.4 Dojo points

Dojo points are given by all staff to reward positive attitude, effort and commitment to learning as well as academic excellence. Parents are able to view their child's Dojos and can celebrate their child's efforts and achievements with them at home. Examples of when Dojo points may be awarded include:

- Excellent effort in a subject
- Excellent achievement
- Great home learning
- Concentration and focus
- Resilience – sticking with the task even when it got tricky
- Presentation
- Improvement in a certain area e.g. improved presentation or improved approach to a strategy in maths
- Progress in reading
- Meeting a learning target
- Engagement with online learning e.g. Sparx, AR

When children reach significant milestones of Dojo Points, a certificate is awarded so that this achievement can be celebrated with families.

3.5 Team Points

Team point tokens are given by all staff to reward positive behaviour linked to our school rules and marvellous manners. Team points are given individually, helping children to understand the value of personal responsibility, but the tokens are added to the team collection box demonstrating to the child their contribution to the collective success that leads to a positive, harmonious and thriving school environment. Each term the team with the most team points receives a treat.

3.6 Star Learner

Each week we nominate a child from each class to receive the 'Star Learner Award.' The Star Learner Award Certificates link to marvellous manners, school rules and learning behaviours. Each term a child is nominated from each class to receive the 'Super Star Learner Award.'

3.7 Reach for the Heights Sticker

A Reach for the Heights sticker is given to pupils who have shown exceptional achievement with their learning, behaviour or attitude.

3.8 Recognition

The Newsletter and Facebook page are used to highlight pupils' achievements

4.0 Sanctions

Exwick Heights Primary School employs a number of sanctions to enforce the school rules and to ensure a safe and positive learning environment, we employ each sanction appropriately to each individual situation and where appropriate this will be done privately between the pupil and the adult.

4.1 Stages of Sanctions

1. Staff will celebrate, acknowledge and reward good behaviour being displayed by other children around the child and may give a non verbal reminder e.g. 'the look' to the child who is demonstrating negative behaviour.
2. Identify the child displaying the negative behaviour, show the 'Think About It' card or use the language of 'Think About It.' Name the behaviour and explain that this is a time to think about the choices they are making.
3. If the poor behaviour continues or subsequent school rules are broken then the child is shown the 'Poor choice' card or the language of 'Poor choice' is used. The behaviour is named and the adult encourages the child to consider how they can turn the behaviour around (for example, the child may choose to move seats).
4. If the poor behaviour continues or subsequent school rules are broken show the 'Final Warning' card or use the language of 'Final Warning.' The adult will name the behaviour and explain that as they are continuing to make a poor choice, action will now be taken by the adult, e.g. the adult will make the decision that the child needs to sit elsewhere.
5. If the poor behaviour continues or subsequent school rules are broken then show the 'Unacceptable' card or use the language of 'Unacceptable behaviour.' Children will think about/reflect/regulate their behaviour for 15 minutes in another classroom in their phase. Work will be provided by the class teacher and a follow up conversation will be had when appropriate. The adult will explain the impact that their behaviour had on themselves and others in the class and the alternative choices that could have been made.
6. If the poor behaviour continues upon return to class, children will be asked to stay in at breaktime or lunchtime in the 'Green Room.' This may roll over to the next day if the behaviour occurs after lunchtime.
The 'Green Room' is the classroom of whoever is on duty at breaktime or the Headteacher's office at lunchtime. The name 'Green Room' links to the text 'The colour monster' which is familiar to the children with the colour green representing 'calm.'

Certain behaviours including but not limited to deliberately hurting or injuring another child or adult, throwing objects or deliberately damaging property may result in the child receiving an 'unacceptable' straight away. In this case the child will be immediately placed on 'unacceptable behaviour' as outlined in step five. above.

At any point, a child is able to move 'back up' through the sanctions and the adults working with the child will actively 'look for the good' to enable this to happen.

When a child receives an unacceptable or time in the green room the teacher who has made the final decision will record this and speak to the parent or carer at the end of the day or by phone.

If a child receives a second 'Unacceptable' within a week parents or carers and the child (where appropriate) will be asked to come in for a meeting with the class teacher. Parents or carers may also be asked to come in and meet with the teacher if a child continually gets to 'final warning' or if they show a persistent pattern of negative behaviour. The key thing is that parents are aware at the earliest opportunity if their child's behaviour

is not meeting our expectations.

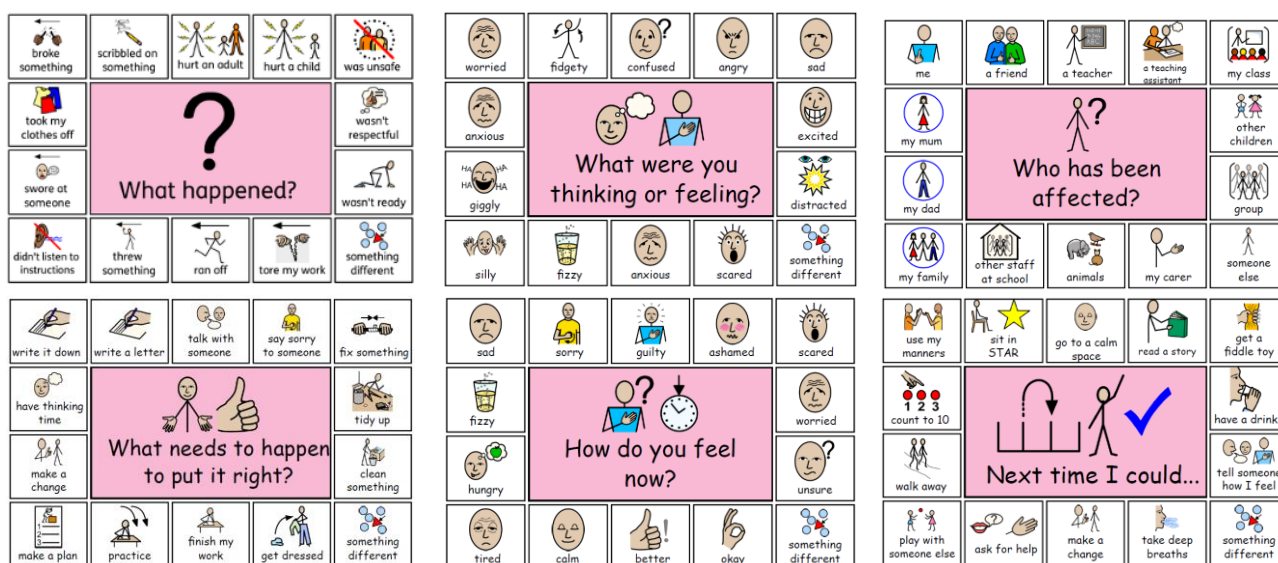
Where further unacceptable behaviour continues, parents/carers will be invited in for a meeting with a senior leader or the headteacher.

Negative behaviour before school, at break time, at lunch time or after school may result in sanctions being given by Meal Time Assistants or Teaching Assistants; this will be passed on to teaching staff and may lead to an Unacceptable, but this is at the discretion of the class teacher and other senior leaders.

4.2 Restorative Approach

At Exwick Heights we aim to maintain a balanced and fair approach when addressing poor behaviour. While it is important to have consequences and sanctions for inappropriate behaviour, we equally emphasise a restorative approach that seeks to understand, educate, and support our pupils. Sanctions are implemented to ensure accountability, but they are paired with opportunities for reflection and growth. Restorative practices, such as dialogue, open communication, active listening, and the encouragement of empathy provides pupils with a chance to comprehend the impact of their actions, take responsibility, and make amends. By integrating both sanctions and a restorative approach, we strive to create a system that is not only corrective but also educational, promoting a positive school culture that encourages personal development, empathy, and conflict resolution.

The mats below are used to support children to understand the consequences of their behaviour on themselves and others.



5.0 Early Years Foundation Stage

Whilst children are in the Early Years, they are learning about what behaviours are right and wrong and are starting to develop the ability to understand the consequences of their choices. They develop self-regulation and executive functioning which allows them to inhibit impulsive behaviours, regulate strong feelings, be patient for what they want and plan what to do next. Language development is central to self-regulation as children use language to guide their actions. The development of social skills and self-regulation is key to our curriculum and it is our responsibility to model our school rules and support our Early Years children to work within them, at a level appropriate for each stage of their development.

6.0 Staff Induction, Development and Support

New staff receive bespoke training on the school routines before they begin. This includes videos of best practice and the rationale behind the school routines. We teach our staff that if you don't pick up on small things, the big things won't happen. As part of the induction, staff are taught to ensure that children see you

being relentless about three things: pride in yourself; pride in your learning environment and pride in learning time. For example, ensuring a calm and focused entrance to the classroom after breaktimes or always ensuring children join in with the silent stop signal will support with this becoming the 'norm'. We make it clear that these high expectations aren't going away. It can feel hard to consistently adopt this approach but reinforcing expectations early on will pay off and bring its rewards as the year progresses.

7.0 Parental Involvement

Exwick Heights Primary School has a structured programme, which ensures that parents and carers have regular opportunities to liaise with class teachers and exchange information about both their progress and their behaviour. We are committed to building strong and positive relationships between the school and parents and carers. We are grateful for regular feedback from parents via our yearly survey, at parents' evenings and on a day-to-day basis. All members of our School community will do everything they can to support all pupils, parents and carers, ensuring that communication is professional at all times. Informal contact with parents, before and after school, is encouraged but parents and carers are invited to discuss more specific concerns with class teachers by appointment where possible.

8.0 Behaviour Care Plans

Some children will sit outside of the normal Positive Behaviour Policy due to individual needs and where this is the case, this will be discussed with senior leaders, specifically the SENDCo.

We believe that:

- All children have a right to education and behaviour that challenges us should not be a barrier to this.
- Children's behaviour is predominantly a result of past and current life experiences.
- Our approaches to supporting and managing children's behaviour should reflect this.
- Our behaviour policy should work for all children but we recognise that some children require additional support.

To support this we will:

- Hold a Behaviour Care Plan (BCP) strategy and review meetings chaired by the SENDCo and including other adults who work with the child.
- These meetings will agree the BCP, which will clearly identify behaviours, triggers, and strategies including emergency procedure to enable staff to deal effectively with the child's additional needs and potentially dangerous behaviours.
- Children who have a BCP will be part of the warning/behaviour report card system, with reasonable adjustments made, in discussion with the SENDCo and senior staff.
- Reasonable adjustments and appropriate systems will be agreed at the BCP planning meetings.
- BCP's will be shared with Parents/Carers once agreed.
- Ensure all adults in the school understand how to support children with additional needs, through individual pupil reviews and regular monitoring of the BCPs by the SENDCo / SLT.

9.0 Bullying and Discrimination

At Exwick Heights Primary School our aim is to prevent bullying through education, by prompt and sustained response to reports of bullying, and by developing the confidence of pupils. The school aims to foster an atmosphere of friendship, mutual trust, respect and consideration for each person within the community.

To establish an ethos where pupils set a good example to others; encourage all members of our school community to recognise bullying; acknowledge its unacceptability and report it, we have a system of support for pupils who have been bullied and a system of clear, fair and consistent responses to incidences of bullying ensuring that everyone is in a supportive, caring and safe environment. Bullying is unacceptable and will not be tolerated in our community.

Bullying is defined as repeated behaviour which is intended to hurt someone either emotionally or physically and is often aimed at certain people because of their race, religion, gender or sexual orientation or any other aspect such as appearance, disability or SEN need. It might be motivated by actual differences between children, or perceived differences.

Bullying will not be accepted or condoned. All forms of bullying will be addressed.

Bullying can include but not limited to:

- Emotional harm;
- Physical harm;
- Social bullying;
- Social media;
- Threatening behaviour;
- Name calling;

- Sexting;
- Cyber bullying; and
- Sexual exploitation.

Bullying can impact on a pupils' attendance and attainment at Exwick Heights, marginalises those groups who may be particular targets for bullies and can have a life-long negative impact on some young people's lives. We continue to promote a culture of high expectations at Exwick Heights and work with our community to ensure that our pupils have a sense of pride and feel happy and safe to be a part of Exwick Heights Primary School.

9.1 Sexual harassment and online sexual abuse

Exwick heights Primary School takes all reports of Sexual harassment, sexual violence and online sexual abuse extremely seriously and aims to create an open culture where students are comfortable and confident to report all incidents to any member of staff. We are clear that sexual harassment and violence are not acceptable, will never be tolerated and is not an inevitable part of growing up. We will always challenge behaviour or language that seeks to normalise sexual harassment or violence in schools.

Exwick heights Primary School aims to prepare students for issues related to sexual harassment and online abuse through the curriculum and assemblies. Our age and stage appropriate curriculum covers such issues as:

- Healthy and respectful relationships, including consent;
- Gender roles, stereotyping, equality, diversity;
- Body confidence and self-esteem;
- Prejudiced behaviour;
- That sexual harassment and violence is always wrong; and
- Addressing any culture of sexual harassment.

We recognise the complexity of this issue and will always aim to safeguard all students involved taking in to account the nature of incidents and their wider context.

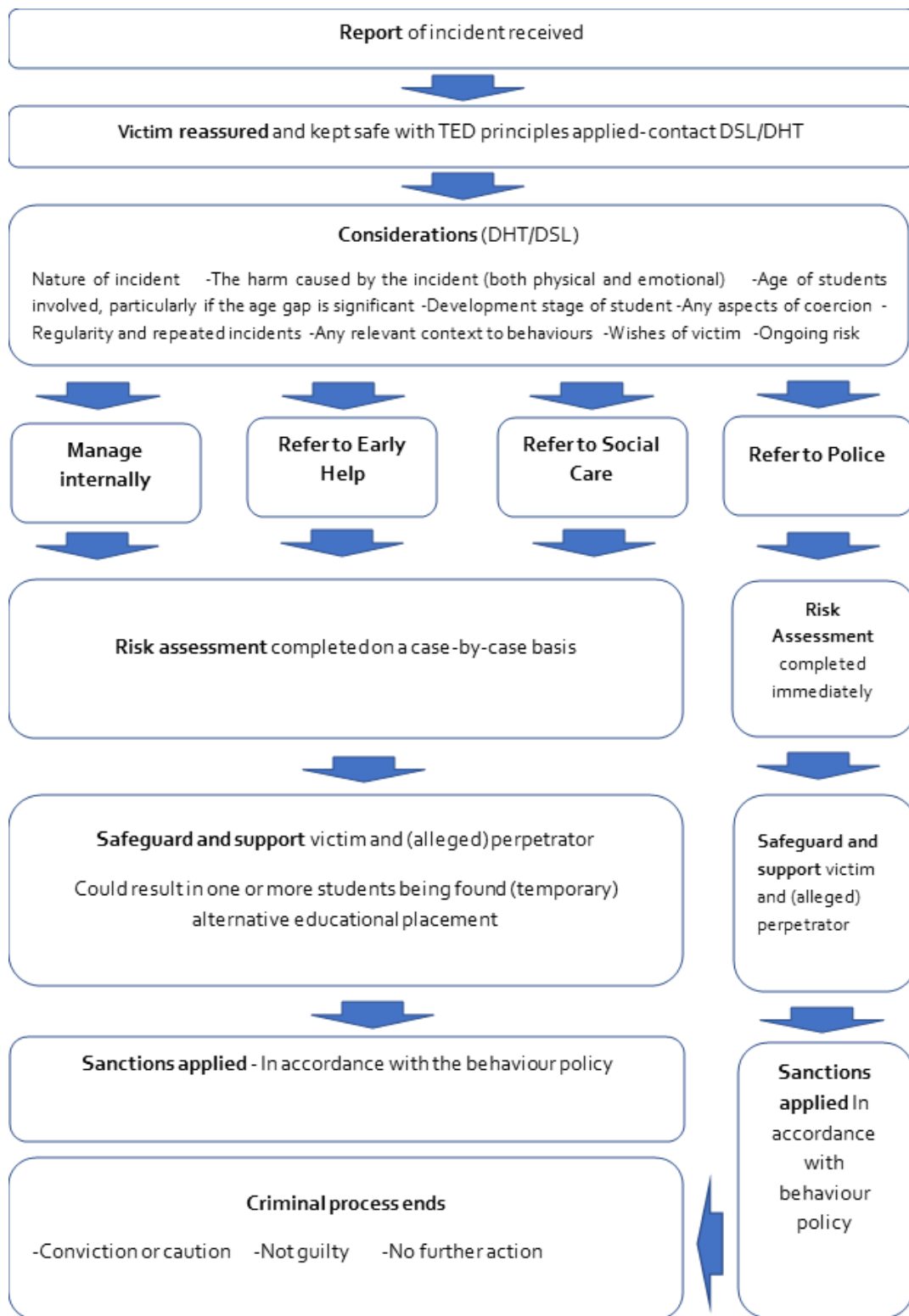
For the purpose of this policy, when referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur both in person and online. Sexual harassment is likely to violate a students' dignity, and/or make them feel intimidated, degraded, or humiliated and/or create a hostile, offensive or sexualised environment.

Sexual harassment could include but is not limited to:

- Sexual comments, lewd comments, sexual stories, remarks about clothing, appearance and name calling;
- Sexual 'jokes' or taunting;

- Physical behaviour, such as: deliberate contact, interfering with clothing, displaying sexual images; and
- Online sexual harassment, which might include: non-consensual sharing of images and videos (often referred to as sexting), inappropriate sexual comments on social media, exploitation, coercion and threats.

Exwick heights Primary School will follow the following process when incidents are reported:



Exwick Heights Primary School recognises that all reported cases will have a range of factors that will be considered, these include but are not limited to:

- Nature of incident;
- The harm caused by the incident (both physical and emotional);
- Age of students involved, particularly if the age gap is significant;
- Development stage of student;
- Any aspects of coercion;
- Regularity and repeated incidents;

- Any relevant context to behaviours;
- Wishes of victim; and
- Ongoing risk.

Exwick Heights Primary School will always aim to deal with incidents in a timely and sensitive manner. All reported incidents will be recorded and (where relevant) passed on to other agencies for support or further action.

Exwick Heights Primary School will apply the full range of sanctions available to any student responsible for sexual harassment or online sexual abuse. The application of any sanction is not dependent on any further actions from any other relevant agencies and will be applied in-line with the balance of probabilities principle.

Sanctions may include but are not limited to:

- Restorative meeting;
- Behaviour contract;
- Reset;
- Host school Reset;
- Suspension;
- Managed move;
- Permanent exclusion; and
- Referral to social services or police.

Confidentiality and anonymity are very sensitive issues when dealing with allegations and cases of sexual harassment and online abuse. In all cases Exwick Heights Primary School will work in-line with safeguarding principles and in conjunction with any other relevant agencies to protect students. Ultimately, Exwick Heights Primary School will balance the victim's wishes with our duty to protect the victim and other pupils within the school setting. Any decisions made will be discussed with all concerned and handled sensitively.

9.2 Support

We aim to support all our pupils to ensure that every child succeeds during their time at Exwick Heights Primary School. Where it becomes clear that a child is having on-going difficulties in managing their behaviour, there are a wide range of strategies which are used to support pupils. We will always consider whether continual disruptive behaviour is the result of an unmet special educational or other need/s and should we consider this to be the case, whether multi-agency assessment would be appropriate. Every child is different, and all support is tailored to meet the needs of each individual, in recognition of that, what works for one child may not for another.

10.0 Suspension

We will endeavour to avoid exclusion wherever possible. A decision to suspend is taken only in response to a breach of the school's behaviour policy, including persistent disruptive behaviour, or where such breaches are neither serious enough to merit permanent exclusion nor minor enough for school based sanctions to be appropriate. All suspensions are authorised by the Headteacher or in their absence the next most senior member of staff.

Under exceptional circumstances a student may receive a suspension but if further investigation reveals more serious circumstances then a permanent exclusion may be issued.

All suspended pupils will be given work to complete.

Exwick Heights Primary School. The reintegration meeting will aim to clarify next steps and discuss if any additional support is required.

11.0 Permanent Exclusion (PEX)

A decision to exclude a student permanently should be taken only:

- a. in response to a serious breach or persistent breaches of the school's behaviour policy; **and**
- b. where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school

The act of setting off the fire alarm without good cause may lead to PEX, due to the huge disruption caused and potential harm to vulnerable students.

A serious breach of the school's policy may result in a PEX. The list below indicates the circumstances where a PEX may occur (at the discretion of the Headteacher) and includes, but is not limited to, the following:

- assault or attempted assault on staff;
- violent assault- including any form of filming, sharing and distribution;
- sexual assault, harassment or exploitation;
- drug-related activity/paraphernalia;
- criminal or terrorist activity;
- carrying a weapon or dangerous object;
- extremely dangerous/risky behaviour; and
- setting off the school fire alarm.

The school follows the latest DfE guidance regarding exclusion and suspension to ensure that students are treated fairly and not discriminated against. The application of this policy will be dependent upon the most recent [statutory guidance](#).

For detailed information on Permanent Exclusion please see TWMAT Exclusion policy.

12.0 Search and Confiscation

The school follows government advice when confiscating items from students which is outlined in the document '[Searching, screening and confiscation. Advice for Headteachers, school staff and governing bodies.](#)' July 2022.

The school can confiscate any electronic items being used inappropriately on the premises such as mobile phones, etc. The school reserves the right to view, confiscate and delete any files deemed to be inappropriate that are brought on to the school site on electronic equipment e.g. photos on a mobile phone. In certain circumstances, we reserve the right to retain electronic data as evidence.

Pupils with smoking/vaping materials, including electronic devices and fluid will have these confiscated. They will also be issued with a sanction for bringing such materials on to the school premises. Students will also receive sanctions for smoking/vaping near the school, and if they are recognisable as an Exwick Heights pupils on their way to and from school.

Pupils must not bring any of the items listed below on to the school premises. The school will automatically confiscate any of the items below and has the power to search students with or without consent. There may also be severe penalties for students with these items, including permanent exclusion.

The following are some examples, but not limited to:

- knives or weapons;
- alcohol;
- illegal drugs;
- stolen items;
- tobacco, filters and cigarette papers;
- fireworks;
- pornographic images;
- any article that the member of staff 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 student). This would include: matches, lighters, 'legal highs', and laser pens;
- E-cigarettes/fluid;
- fizzy drinks;
- energy drinks;
- pictures of staff or students taken without appropriate consent; and
- medication which has not been accounted for under the medication policy.

School staff apply the following protocols when searching for or confiscating items. Searches will only be conducted by authorised staff members.

Search protocol - key points:

- a. Searches should only be carried out by a member of staff of the same gender as the student being searched. There MUST always be a witness – wherever possible a member of the same gender as the student.
- b. Always seek to gain consent of students to search their bags and ask them to empty their pockets. If they refuse, then please escort them to a safe place and inform SLT.
- c. Please ask students to empty their own pockets fully and allow you to look through their bag and any coat/jacket pockets.
- d. A metal detection device (non-contact) may be used if deemed appropriate.
- e. Anything found which you believe is inappropriate, regardless of whether it was what was being searched for, should be confiscated.
- f. Parents should be informed of anything found which is inappropriate.
- g. All searches should be logged.

13.0 Restraint

The school is strongly against the use of force against students and the advice to all staff is to seek support and advice in a difficult situation before using force. However, there may be instances where this is not possible due to the nature of the incident. The school and its staff will always endeavour to resolve situations without force and to manage any difficult situation calmly. The school follows the guidance below from the DFE: '[Use of reasonable force. Advice for Headteachers, staff and governing bodies](#)'. July 2013

Schools can use reasonable force to:

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a student behaving in a way that disrupts a school event or a school trip or visit;
- prevent a student leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;

- prevent a student from attacking a member of staff or another student, or to stop a fight in the playground; and
- restrain a student at risk of harming themselves through physical outbursts.

Schools cannot:

use force as a punishment – it is always unlawful to use force as a punishment.

14.0 Wilful and Accidental Damage

Our approach is as follows: If damage is accidental, providing this is the first incident involving a particular student, there will be no charge levied on the student. Students causing accidental damage as a result of reckless behaviour will always be subject to sanctions (where appropriate). If the damage is the result of a wilful act, the school will consider whether there were any mitigating circumstances. Students causing wilful damage (graffiti, vandalism, etc.) will face a charge of 100% of the total cost of repair or replacement. The maximum charge will not exceed £500. The precise amount levied will depend upon the presence of any mitigating circumstances. In extreme or repeated circumstances damage may be logged as a crime.

15.0 Student conduct outside the school premises

We aim to prepare pupils for a life beyond education. Exwick Heights Primary School therefore reserves the right to apply all aspects of this policy to pupils recognisable as Exwick Heights pupils (not just by their uniform) even if they are outside of the Exwick Heights grounds, or outside the usual hours of attendance, or using social media/online activity. What the law allows is laid out in the latest DFE Guidance '[Behaviour in Schools - Advice for headteachers and school staff](#)' July 2022.

Teachers have a statutory power to discipline pupils for misbehaving outside of the Exwick heights Primary School premises. Section 89(5) of the Education and Inspections Act 2006 gives Headteachers a specific statutory power to regulate pupils.' The School may apply sanctions to a student for any misbehaviour when the child is:

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

At any time, whether the conditions above apply, that:

- could have repercussions for the orderly running of the school;
- poses a threat to another student or member of the public; or
- could adversely affect the reputation of the school.

The School is committed to ensuring our students act as positive ambassadors for us. We expect the following:

- good order on transport to and from school, educational visits or other placements such as work experience or college courses;
- good behaviour on the way to and from school;
- positive behaviour which does not threaten the health and safety of our students, staff or members of the public;
- reassurance to members of the public about school care and control over students in order to protect the reputation of the school; and

- protection for individual staff and students from harmful conduct by students when not on the school site including online/social media.

The same behaviour expectations for students on the school premises apply to off-site behaviour.

15.1 Sanctions and disciplinary action as a result of poor behaviour off the school premises

Sanctions may be given for poor behaviour off the school premises including online behaviour and use of social media which undermines any of the above expectations and regardless of whether it is an activity supervised directly by school staff. Sanctions may be in the form of detention, lesson removal, suspension or in very serious cases permanent exclusion. In issuing sanctions, the following will be considered:

- the severity of the misbehaviour;
- the extent to which the reputation of the school has been affected;
- whether students were directly identifiable as being members of the School;
- the extent to which the behaviour in question would have repercussions for the orderly running of the School and/or might pose a threat to another student or member of staff (e.g. bullying another student or insulting a member of staff);
- whether the misbehaviour was on the way to or from school, outside the school gates or in close proximity to the school; and whether the misbehaviour was whilst the students was on work experience, taking part in a course as part of a school program, participating in a sports event (and in any situation where the student is acting as an ambassador for the school) which might affect the chances of opportunities being offered to other students in the future.

16.0 Behaviour of parents/carers

We are committed to building strong and positive relationships between the School and parents and carers. We are grateful for regular feedback from parents via questionnaires at parents' evenings and on a day-to-day basis. Staff emails are made available to allow efficient communication between parents/carers and school. Staff liaise closely with parents to support effective transition into the school.

All members of our School community will do everything they can to support all students, parents and carers, communicating professionally at all times.

The School has a duty to ensure staff work in a positive environment free from any form of harassment or intimidation. To this end the school will take firm action against any parents who behave inappropriately towards the school or any members of staff this includes the use of banning orders or specifying specific mechanisms of communication.

The School deems any form of aggression or threat either physical or verbal, rudeness and malicious accusations as inappropriate, and this includes all forms of communication including emails and social media.

As a response to inappropriate behaviour by a parent/carer the Headteacher may place a temporary ban on a parent entering the school site or specify specific forms of communication to be used, putting in writing the reasons for the ban or details of mechanisms for communication and giving the parent an opportunity to respond. A Governing Body Sub-committee will be convened (consisting of 3 Governors) to review the Head's decision, and parents will be able to present their views in writing but will not be invited to the hearing. The Governors' Hearing will decide if a ban or limitations on communications should remain in place and decide on the appropriate timescale for these, giving a specific date at which they will be reviewed.

17.0 Complaints

Exwick Heights Primary School has a complaints procedure. We encourage parents/carers to take any complaints or concerns to a staff member or the Headteacher and the school will do everything within its power to help resolve conflict or complaints swiftly and effectively.

For details of the full complaints procedure see our School Complaints Policy.

18.0 Malicious/false allegations

Where it is concluded that a student has made a malicious allegation against a member of staff the school sanctions will be applied in a way that the school considers to be proportionate to the severity of the allegation made and its potential impact on the member of staff concerned. Mitigating and aggravating factors will be examined closely, for example: the nature of the allegation or length of time for which the allegation was sustained. The sanctions for malicious allegations could include suspension and permanent exclusion.