

Behaviour Policy

Whole School and EYFS

This policy is available to parents and prospective parents on the school's website and by request from the School Office. If you require a copy of this document in large print or audio format, please contact the School Office.

Policy Review Schedule

Policy	TPA Behaviour Policy
Review schedule	Every 3 years
Statutory Policy	Yes
Policy owner	Principal
Lead Reviewer	Behaviour Lead
Approver and date of last approval	Principal – April 2026
Key review dates	Changes made
December 2022	Policy Written
September 2023	Changes made linking to new Safeguarding Policy and post safeguarding review.
January 2024	Changes made to House Point rewards system in response to consultation feedback
October 2024	Staff names changed Flow chart added
October 2025	Values of Relational Practice included, removal of traffic lights to support behaviour management and introduction of 'Brilliant Bands'
January 2026	Clarity added to consequences for behaviour.
April 2026	Policy updated in line with DFE guidance on use of force including restrictive interventions (1/04/26). Examples of restrictive interventions included. Changes made to recording and reporting requirements and clarity regarding prevention of escalating behaviours.

Policy Statement

We believe that pupils and staff have the right to work in an environment that is safe, friendly, peaceful and fair. Such an environment will enable our children to benefit from the opportunities offered and will assist staff in providing them.

Positive behaviour and attendance are essential foundations for a creative and effective learning and teaching environment in which all members of the school community can thrive and feel respected, safe and secure – the positive climate for learning.

The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.

Our Aims:

- To provide a clear, fair and consistent approach to behaviour based on Relational Practice; nurturing principles and restorative practices.
- To foster, nurture and value strong and healthy relationships in recognition of the importance of this as a lifelong skill.
- To provide a safe, respectful, equitable and happy school ethos where learning opportunities are maximised.
- To give staff the tools to enable them to support and equip children with strategies to manage their behaviour and build positive relationships with others.
- To create a culture of exceptionally good behaviour: for learning, for community for life
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To refuse to give learners attention and importance for poor conduct
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To ensure that excellent behaviour is a minimum expectation for all
- To help children understand their regulation through promotion of the Zones of Regulation

TPA Expectations:

At TPA we have four key rules for our children to follow:

1. Show respect and good manners at all times;
2. Care for everyone and everything;
3. Be ready for learning;
4. Follow instructions with thought and care.

To support children in following our TPA Expectations we will:

- maintain caring relationships, encouraging mutual respect and tolerance;
- encourage self-discipline;
- develop responsible attitudes towards the property of others and our environment;
- match curriculum and teaching methods to children's needs and having high expectations of their work;
- work closely with each family because we feel home and school have collaborative roles to play in the education of the children.

This will mean the adults in school will:

- show children, by example, how to treat others with kindness and acceptance;
- help to raise children's self-esteem by valuing their varied contribution to school life;
- listen to pupil concerns, and respond to individual needs;
- encourage the children to develop concepts of fairness and compromise in playground activities;
- help children to develop appropriate ways of dealing with conflict by encouraging discussion and allowing children to express their feelings;

- match the curriculum to the pupils' needs;
- have positive expectations of children's behaviour;
- ensure that expectations and procedures are clearly understood;
- teach the children how to move around in a calm and controlled way;
- emphasise praise and rewards;
- work to develop relationships between the child, the parent and any member of staff; always speaking to the child in a positive manner;
- arrange for extra transition meetings and visits for children who find transition and forming relationships with new adults difficult.
- Never ignore or walk past behaviour that is not demonstrating our TPA expectations.
- Teach children explicitly how to support their regulation and understand when they are feeling ready to learn through the use of the Zones of Regulation.

Leadership Team

EYFS - Miss Rebecca G

KS1 - Miss Kizzie

KS2 - Miss Rebecca J

The Leadership Team are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

They will:

- Meet and greet learners at the beginning of the day
- Be a visible presence around school to encourage appropriate conduct
- Support staff in returning learners to learning by sitting in on reparation meetings and supporting staff in conversations
- Regularly celebrate staff and learners whose efforts go above and beyond expectations
- Encourage use of 'relentless routines' and spotting positives
- Ensure staff training needs are identified and targeted
- Make sure that the 'restorative conversations' are completed

Senior leaders will:

- Take time to welcome children and family members at the start of the day
- Be a visible presence around the site and especially at transition times
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations
- Regularly share good practice
- Support phase leaders in managing learners with more complex or entrenched negative behaviours
- Use behaviour data (recorded from CPOMs) to target and assess school wide behaviour policy and practice
- Regularly review provision for learners who fall beyond the range of written policies

Our approach to behaviour at TPA is underpinned by the Relational Practice Framework:

'Quality relationships provide the necessary vehicles for adaption and recovery... every relationship has the power to confirm or challenge everything that has gone before.' - Dan Hughes and Louise Bomber - *Settling to Learn*. (2013)



Developing and maintaining positive relationships underpin all of our interactions at TPA. Teachers will create a welcoming environment each day by greeting pupils every morning through a formal meet and greet at either the classroom door or at each child's classroom seat. This may be a simple, 'Good morning' or offering a handshake to provide a consistent check in and enthusiastic welcome to every child. Teachers check in with children on return from break and lunch times and throughout the school day, serving as a constant reminder that all adults in our school are there to provide support when it is needed.

Reward systems:

Positive Strategies

The following positive strategies will be used consistently by all adults in the school. They are designed to ensure 'first attention goes to best conduct' and to create clear, simple routines and expectations that make children feel valued members of our learning community and motivated to always try their best.

'The foundation of every school must be excellent behaviour. We should be keeping the focus on a visible culture of impeccable conduct, and making the consistency palpable, audible and highly visible.' Paul Dix

We use 'relentless routines' to ensure that expected behaviour is practised and praised every day. Our relentless routines are:

1. **Wonderful walking** (and using our '**silent power**' in EYFS / KS1) – all children are expected to walk silently and calmly with their hands away from others.
2. **Legendary lines** – when lining up all children should be silent with their eyes on the adult. All children are led to and from the playground by an adult in silence. When lining up for lunch, children should be calm and quiet.
3. **Magnet Eyes** – when an adult is talking all children should track that adult to ensure they can follow the instructions and learn well.
4. **Perfect presentation** – uniform worn correctly at all times and books showing our best not our second best.

Brilliant Bands

In all classes teachers will reinforce the positive behaviours and choices that children make by issuing a 'Brilliant Band' in the moment of children demonstrating excellent behaviour. The Brilliant Band will have the positive behaviour recorded on it live in the moment and the children will wear the band for the rest of the week as a tangible representation of their excellent behaviour choice. All adults will be looking out for children who show our TPA expectations and for those who go over and above to represent and embody our values. We do ask that children remove any bands from the previous week each Monday.



In addition to Brilliant Bands, there are other ways that children will be celebrated for their excellent behaviour choices:

Emblems

When children are spotted following rules or going above and beyond, they earn an Emblem for their class. Emblems are based upon our Omnia values of: Inspiring, Nurturing, Challenging and Empowering. Children earn the Emblem that best encompasses the positive behaviour they are demonstrating. The collection of Emblems provides a collective reward for the children – each half

term, if classes have reached the goal of 40 Emblems, 10 in each category, they earn a class reward.

Values and assembly certificates

Awarded at assembly- two children are selected each week by the class teacher. The children are selected at the beginning of the assembly and receive a certificate and praise from the head teacher. They then take their seat pride of place on "the best seats in the house" for the duration of the assembly. The children will also have their achievements shared in the school newsletter.

Achievement Awards

Children with an achievement outside of school can share it at the weekly assembly through the class teacher.

Responding and Calming when things don't go to plan

'Children need people, not punishment. It is time we gave them what they need to succeed, not simply what we feel they deserve. Exclusion and heavy sanctions rarely meet the needs of the child.' – Paul Dix

Every adult in our school is important and has the ability to deal with behavioural incidents in a consistent, systematic and habitual way. If an incident takes place in the playground, this will normally be responded to by support staff (for example, a learning support assistant) who all use the same strategies as teaching staff. This allows an intervention to take place immediately and may involve a restorative conversation. It will not usually then be revisited by the class teacher or leadership team unless further action is required. Teachers will deal with almost all behaviours which take place during lessons. In order to minimise loss of teaching and learning time, the leadership team may become involved in a variety of ways, e.g., releasing the class teacher to have a restorative meeting with a child.

Our behaviour policy is underpinned by the belief that all staff are proactive in supporting children's needs in the moment, providing time for reflection and correction so that behaviours do not escalate.

Repairing and Restoring when things don't go to plan

At TPA, we encourage positive behaviour which reflects our values. Our behaviour management approach is based upon building strong relationships between adults and children. The use of positive reinforcement strategies will always be our default approach.

'Punishment doesn't teach better behaviour, restorative conversations do.' – Paul Dix

However, if a child is not responding to our positive behaviour strategies or refusing to engage in restorative conversation there needs to be clear, consistent consequences chosen by the adult dealing with a specific incident. For children with behaviour as an additional need, examples of these will be detailed on their Personalised Behaviour Plan.

At TPA, we use the behaviour table below to outline the consequences for negative behaviour. A child will first receive a non-verbal signal and/ verbal reminder (including the 30 second script). Following this, there is a clear pathway of consequences to help children make better choices in the future. This will include restorative conversations to allow time for reflection. If a child continues to display the negative behaviour, they will receive time out in their own class as outlined in the table. Once a child reaches step 3, the behaviour will be recorded on CPOMS. If a child continues to display negative behaviour, then they may have additional consequences and a conversation with parents will be had. The school will seek support from external agencies as needed.

When supporting behaviour choices all adults will remember:

- First, try non-verbal cues and redirection
- If the non-verbal cues and redirection do not work, staff will use the thirty-second scripts and remind the child of the consequence. They will give the child time to take up the reminder.
- Finally, a consequence will be given and supported to ensure that the behaviour is turned around.

Step 1: Redirection or reminder of the desired behaviour

Step 2: A verbal reminder using the thirty second script. Remind children of previous good behaviours seen.

Step 3: If the reminders do not work then there is a consequence. This will usually be time out to reflect that matches the child's age / stage. This should be with a class adult or the playground adult who has delivered the reminders. This might be a quick chat or a more formal restorative conversation during which the teacher may decide on a logical, appropriate consequence for the child's actions. For example, if the situation has resulted in significant learning time being lost, the teacher may decide work should be taken home to complete ('Pay it Back time'). Children should complete a reflection sheet after the conversation (or with the adult if the child is in EYFS or KS1 or they require it) and the behaviour will be logged on CPOMS. See the table below for consequences.

Step 4: In more serious circumstances, for example aggressive or threatening behaviour, step 4 will be needed. This support may be from SLT, Phase Leaders or another class teacher. This will be specified on a personalised Behaviour Plan for certain children identified with behaviour as an additional support need. Parents will be contacted in the case of this behaviour.

Appendix 1 - Sanctions

Sanctions must be viewed with an understanding of the child at its heart. At all points we must refer to the behaviour being what we are condemning, not the child.

When faced with negative/disruptive behaviour:

1. Try redirection techniques and non-verbal cues.
2. If this does not work always give a clear verbal warning stating the desired behaviour and what the consequence will be if a child does not comply. Remember to use the 30 second scripted interventions and give the child take-up time, including considering change of face.
3. Give a consequence
4. Ensure the consequence is served
5. Have a restorative conversation primarily with the adult who initially gave the warning.

All consequences should be followed with a restorative conversation and an apology should be given to the person who has been wronged. Focus on the primary behaviours, secondary behaviours can be spoken about in restorative conversations afterwards.

If light blue or dark blue behaviours are happening frequently then purple or red sanctions may be used. Light and dark blue dealt with by class staff, purple referred by class staff to Phase Leader, red referred by class staff to SLT. All incidents and actions taken, dark blue and above, to be logged on CPOMS by the class teacher. Any associated actions taken by colleagues, to be added on CPOMS under actions.

Early Years		
Behaviour	Example	Consequence
Not listening to adults/ignoring reminders	Not following examples	5 minutes lost time
Being verbally unkind to others	Telling lies, name calling, swearing, not being kind	10 minutes lost time
Not joining in with learning	Avoiding work, calling out	10 minutes lost time
Not using equipment safely	Damaging, throwing or drawing on equipment. Drawing on resources	10 minutes lost time and not being allowed to use that resource for the next session. Parents to be informed.
Not using kind hands or feet	Hurting others, kicking, scratching, spitting, hitting, biting and pinching	Loss of playtime / 15 minutes of lunchtime with an adult to do restorative practice. Visit to KS Lead or SLT for repeated similar behaviour. Parents to be informed.

Key Stage 1		
Behaviour	Example	Consequence – first time
Not trying my best	Not putting best effort into learning	5 minutes lost play / lunchtime
Provoking others	Encouraging others to make the wrong choices	5 minutes lost play / lunchtime
Not doing as asked after reminders	Not following an instruction. Making the wrong choice.	5 minutes lost play / lunchtime
Being verbally unkind to others	Telling lies, name calling, rudeness	10 minutes lost play / lunchtime
Avoiding work	Avoiding work, leaving the classroom	10 minutes lost play / lunchtime
Not respecting property	Ripping up work or damaging school property inside and outside	Work to be completed again during break / lunchtime / Golden Time Not being allowed to use the resource for the rest of the day Visit to SLT Parents to be informed

Using inappropriate words	Swearing	Playtime or lunchtime lost Visit to SLT Parents to be informed
Words targeting a protected characteristic	Racial or homophobic language	Playtime or lunchtime lost Visit to Senior Leader Parents to be informed
Hurting others: provoked	Biting, throwing, kicking, punching, grabbing, scratching, pinching, pulling, spitting	Playtime or lunchtime lost Visit to Senior Leader – consider further action including internal / external suspension Parents to be informed
Hurting others: unprovoked	Biting, throwing, kicking, punching, grabbing, scratching, pinching, pulling, spitting	Loss of lunchtimes Visit to Senior Leader – consider further action including internal / external suspension or loss of Golden Time Parents to be informed

Key Stage 2		
Behaviour	Example	Consequence – first time
Not trying my best	Not putting best effort into learning	5 minutes lost play / lunchtime
Provoking others	Encouraging others to make the wrong choices	5 minutes lost play / lunchtime
Not doing as asked after reminders	Not following an instruction. Making the wrong choice.	5 minutes lost play / lunchtime
Being verbally unkind to others	Telling lies, name calling, rudeness to peers or staff	15 minutes lost play / lunchtime / Golden Time
Avoiding work	Avoiding work, leaving the classroom	To be timed and paid back in break / lunchtime / Golden Time If not, to be completed at home and returned the next school day
Not respecting property	Ripping up work or damaging school property inside and outside	Work to be completed again at break/lunchtime / Golden Time Not being allowed to use that resource for the rest of the day Visit to SLT Parents to be informed
Using inappropriate language	Swearing	Loss of lunchtimes / playtime / Golden Time Visit to Phase Leader Parents to be informed

Words targeting a protected characteristic	Racial or homophobic language	Loss of lunchtimes / playtimes / Golden Time Visit to Senior Leader – consider further action including internal suspension and loss of Golden Time Parents to be informed
Hurting others: provoked	Biting, throwing, kicking, punching, grabbing, scratching, pinching, pulling, spitting	Loss of lunchtimes and Golden Time Visit to Senior Leader – consider further action including internal / external suspension or loss of Golden Time Parents to be informed
Hurting others: unprovoked	Biting, throwing, kicking, punching, grabbing, scratching, pinching, pulling, spitting	Loss of lunchtimes and Golden Time Visit to Senior Leader – consider further action including internal / external suspension Parents to be informed

Behaviour Support Scripts

In order to ensure consistency in the way we support behaviour, all staff will use a variant of the following scripts:

Example 1:

'I notice that...' (you are having trouble getting started)
'It was the rule of...' (staying on task) that you broke'
'I need to see you...' (open your book and carry on with your work)
'What do you need from me to help you?'
'I will be back in a few minutes to see you have....' (started completing work). I remember a time when you... (completed work despite a challenge)
'I can't wait to see that again- thank you'

Example 2:

'I noticed you are ...' (wandering around the classroom chatting)
'This is breaking our rule of...' (being ready for learning)
'I need to see you...' (sitting down at your table, opening your book to begin learning)
'What do you need from me to be ready?'
'I will be back in a few moments to see you getting started. Do you remember when you...' (finished all your writing last week).
'I'm excited to see that again- thank you.'

Restorative Meetings/Repairing Conversations

'The positive relationships you form with pupils depend on a restorative approach being your default mode.' – Paul Dix

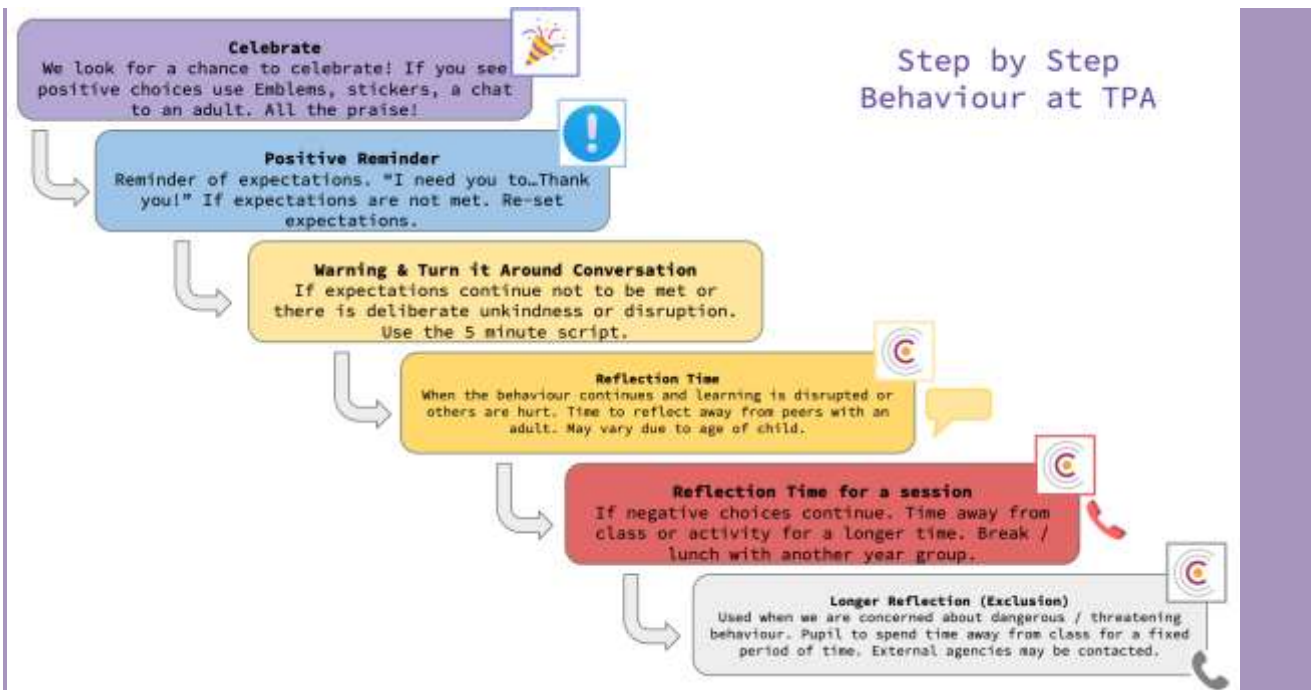
At TPA, we believe that nurturing and restorative practice, as well as high expectations, are key to building positive relationships. Restorative meetings and/or conversations aim to help the child realise how their behaviour impacts others, teach what appropriate behaviour looks like and equip the child with tools they can use to avoid a similar incident occurring in the future.

Restorative Questions

These restorative questions will be used to support restorative meetings and/or conversations. For middle and upper school pupils, up to 5 questions will be used. For Early Years and Key Stage One, the teacher may decide it would be more appropriate to start with two and build on these as the child develops in their understanding. These questions form part of our reflection sheets, which should only be completed after a restorative conversation with an adult.

Restorative Questions

1. What happened?
2. What were you feeling/thinking at the time?
3. How did this make other people feel?
4. Who has been affected and how?
5. What should we do to put things right?
6. this happened again, how could you do things differently?



Child on Child Abuse:

At Twickenham Primary Academy we take all reports of Child on Child Abuse (including bullying) very seriously. The process for dealing with instances of child on child abuse and the support for both the pupil who carried out the act and the pupil who experienced or witnessed it are also in our Safeguarding Policy which can be found on our school website.

- Staff will record the allegation and inform the DSL or a deputy.
- If the DSL and a deputy are not available due to emergency circumstances, the staff member will speak to a member of the senior leadership team and/or contact the relevant children's services e.g. the Single Point of Access in Kingston and Richmond.

The DSL or a deputy will make a decision from the following options depending on the level of risk or harm:

1. Manage the concern internally providing pastoral support to all those involved.
2. Complete an early help assessment.
3. Make a referral to children's services and/or, where necessary, the police. The DSL may choose to consult children's services to assist them with making a decision.
4. The police will still be informed of any criminal offences, even if the child is aged under the criminal age of responsibility. The police will take a welfare approach.

The DSL or a deputy will contact the parents or carers of the children involved at the earliest opportunity and where appropriate. Records will be kept of all concerns, any discussions had and any outcomes reached. If a criminal offence has been committed or is being investigated, the DSL will work closely with the police to avoid impacting the criminal process while protecting children or following disciplinary procedures.

Where the DSL, children's services or the police decide the concern should be handled by the school internally, we will thoroughly investigate the concern using our behaviour policy and processes. A risk assessment and prevention plan will be completed when a safeguarding risk has been identified. The plan will be monitored and a date set for a follow-up evaluation with everyone concerned. We will support all children involved in the incident, including the child/ren who displayed the behaviour and the children who experienced it.

At Twickenham Primary Academy we have zero-tolerance to any sexual harassment behaviour. However, it should be noted that any change in behaviour (or indeed, the behaviour itself) is communication and could be a potential indicator of abuse.

Beyond the School Gate:

Whilst this behaviour policy refers mainly to the behaviours of pupils within school premises, the school reserve the right to discipline beyond the school gate.

Our policy covers any inappropriate behaviour when children are:

- Taking part in any school organised or school related activity.
- Travelling to or from school.
- Wearing school uniform.
- On-line, for example on social media or playing platform games;
- In some way identifiable as a pupil within our school.

- Posing a threat to another pupil or member of the public.
- Adversely affecting the reputation of the school.

In the incidences above, if the behaviour is criminal or causes threat to a member of the public, the police will always be informed.

Involvement with outside agencies and other strategies

We work positively with outside agencies, in particular the Behaviour Support Team and Educational Psychologists, in order to support those pupils who may need external support.

Right to search

Under the DfE guidance 'Searching, screening and confiscation Advice for Headteachers, school staff and governing bodies' of 2014 we reserve the right to search a pupil with or without their consent if we believe them to have a prohibited item in their possession. Such items include: knives or weapons; alcohol; illegal drugs; stolen items; tobacco 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 pupil).

School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline. Such searches will be carried out by a member of the same sex as the child where possible and two people will always be present. If these searches yield evidence that needs reporting to the police or children's services we will do so in order to safeguard our children. See also our Safeguarding Policy.

EXCLUSIONS

See also Twickenham Primary Academy Suspension and Exclusion Policy

The decision to exclude a child from school, whether for a fixed term or permanently, is exceptional and serious. It will usually be the final step in a process for dealing with disciplinary issues following our wide range of other positive strategies, which have been tried without success. It is an acknowledgement by the school that it has exhausted all available positive strategies for dealing with the child and would only be used as a last resort. The Principal will make the decision to exclude and manage the exclusion, considering any additional factors such as whether the pupil has SEND.

There are three exceptional circumstances which may lead to a child being removed from the school site:

- there is sufficient evidence that a child has committed a disciplinary offence and may be excluded for a fixed term or permanently;
- a child is accused of a serious criminal offence outside the school's jurisdiction where the principal considers it is in the interests of the individual concerned and the school community for the child to be educated off site for a fixed period;
- a child's presence on the school site represents a serious risk to the health or safety of other pupils or school staff. This may only occur for medical reasons and does not constitute an exclusion.

Single incident

Temporary exclusion may be used in response to a first time serious breach of school rules and policies or a disciplinary offence.

In this case the Principal will investigate the incident thoroughly and consider all evidence to support the allegation. The pupil will be encouraged to give his/her own version of events and the Principal will check whether the incident may have been provoked, for example, by bullying or racial harassment.

Temporary / Fixed-term exclusion

A Temporary exclusion will occur if the pupil is in serious or repeated breach of any school regulation. Some offences liable to immediate temporary exclusion would be repeatedly smoking, bullying, the misuse of alcohol, threatening behaviour. This list is illustrative not exhaustive. A temporary exclusion should be for the shortest time necessary: 1-3 days is usually enough to secure benefits without adverse consequences. Exclusion for a period of time, from half a day to 3 days for persistent or cumulative problems, would be imposed only when the school had already offered and implemented a range of support and management strategies. These could include:

- discussion with the pupil;
- peer mentoring;
- discussions with parents/carers;
- target setting;
- mediation;

Permanent Exclusion

A decision to exclude a pupil should be taken only:

- a) In response to serious breaches of the school's policies; and/or
- b) If allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Only the Principal can permanently exclude a pupil. A decision to exclude a child permanently is a serious one. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies, including fixed-term exclusion, which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for including the child and should normally be used as a last resort.

There will, however, be exceptional circumstances where, in the Principal's judgment, it is appropriate to permanently exclude a child for a first or 'one off' offence. These might include:

- serious actual or threatened violence against another pupil or a member of staff;
- sexual abuse or assault;
- supplying an illegal drug;
- carrying an offensive weapon;
- persistent and defiant misbehaviour including bullying (which would include racial bullying) or repeated possession and/or use of an illegal drug on school premises;
- in circumstances where a criminal offence has taken place, the school will also need to consider whether a referral on to other agencies may be appropriate, for example the police or social services department etc.

Drug-related exclusions

Illegal drugs have no place within the school. Where legal drugs are concerned, the Principal will conduct a careful investigation to judge the nature and seriousness of any incident before deciding what action to take. The decision will depend on the precise circumstances of the case, for example, the seriousness of the incident, the circumstances and needs of those involved and the evidence available. Factors that will be considered in determining an appropriate response to a drug-related incident have been set out in our Alcohol, Drugs and Smoking Policy

Principal's Process

Before deciding whether to exclude a pupil, either permanently or for a fixed period, the Principal should:

- ensure that a thorough investigation has been carried out;
- consider all the evidence available to support the allegations, taking account of the school's equality policy;

- allow and encourage the pupil to give his or her version of events;
- check whether the incident may have been provoked, for example by bullying or by racial or sexual harassment;
- if necessary, consult others, but not anyone who may later have a role in reviewing the principal's decision.

Contact Richmond Local Authority to ensure that the exclusion pathway has been followed:

<https://kr.afcinfo.org.uk/pages/local-offer/information-and-advice/education/school-exclusion>

The standard of proof to be applied is the balance of probabilities, i.e. if it is more probable than not that the pupil did what he or she is alleged to have done, the Principal may exclude the pupil.

However, the more serious the allegation, the more convincing the evidence substantiating the allegation needs to be. The Principal will need to gather and take account of a wider range of evidence (extending in some instances to evidence of the pupil's past behaviour) in determining whether it is more probable than not that the pupil has committed the offence.

Where a police investigation leading to possible criminal proceedings has been initiated, the evidence available may be very limited. However, it may still be possible for the Principal to make a judgment on whether to exclude the pupil.

Marking attendance registers following exclusion

When a student is excluded temporarily, he/she should be marked as absent using the Code E.

Procedure for appeal

If parents/carers wish to appeal the decision to exclude, the matter will be referred to the Multi-Academy Trust (MAT). The MAT Chair will acknowledge the complaint and schedule a hearing to take place as soon as practicable and normally within five days. The Chair will make provision for a hearing before a panel of at least three people who have not been directly involved in the exclusion. Records relating to the decision to exclude and the parents/carers complaint will be copied to all parties not later than two days prior to the hearing. In no circumstances however, will the school or its staff be required to divulge to parents/carers or others any confidential information on or the identities of pupils or others who have given information which has led to the exclusion or which the Principal has acquired during an investigation.

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

The MAT Chair will write to the parents/carers informing them of the decision and the reasons for it. The decision of the MAT will be final. The MAT findings and, if any, recommendations will be sent in writing to the parents/carers concerned and the Principal.

Parental/carer responsibility and continuing education

Parents/carers must take responsibility for their son or daughter if they are excluded. The school will provide suitable education for any pupil excluded for more than 3 days and parents/carers must ensure that their son / daughter participate in this. The school will discuss re-integration after a temporary exclusion.

Recording poor behaviour

It is important that poor behaviour is recorded:

- an entry should be completed on CPOMS (when to record behaviour is clearly shown on the flow chart above)
- discussion with parents or carers

Support Structures for Pupils

The following structures exist within the school to provide support for pupils whose behaviour is a concern:

- identification of members of staff who the pupil feels comfortable talking to and access created to these staff;
- peer mentoring is used when we feel a pupil will respond to the thoughts and views of another child about how to change and manage behaviour;
- a *Pupil Welfare Plan* (Appendix 3) will be written by the teacher and SENCo if the pupil needs longer term support to change poor behaviour;
- the *Behaviour Monitoring Card* and *Behaviour Contract* are aids for changing behavioural change.

Children with SEND

Like all children, children with learning and physical disabilities display disruptive or challenging behaviour for a range of different reasons. They may not be accessing their education or making progress, they may have problems with communication, they may have mental health needs, or there may be issues outside of school. In some cases, a child's perceived disruptive or challenging behaviour arises directly as a consequence of their disability or as a consequence of a lack of reasonable adjustments made to accommodate their need. Whatever the case, if a child with SEND is displaying disruptive or challenging behaviour, early intervention is needed to assess whether appropriate reasonable adjustments have been made for them. The fact that a child has a disability or special educational need does not mean they should never be disciplined, but behaviour and discipline methods should reflect the need to pay extra attention to the underlying causes of their difficulties to reflect the additional barriers disabled people face in society. At Twickenham Primary Academy we ask our teachers to take the following additional steps to prevent behaviour issues with our SEND pupils and to manage behaviour:

- learn about pupils' individual difficulties and accommodate them.
- Consider that all behavior is a form of communication
- Seek advice from the SENCo
- share ideas and best practice to manage behaviour and to prevent escalation of situations;
- ensure that children understand the rules in all situations
- re-challenge and re-focus to diminish repetitive poor behaviour;
- assess regularly to ensure that there is early intervention of specialist help if required.

Confiscation

Members of staff may confiscate, retain or dispose of a pupil's property if they judge the property to be contributing to poor behaviour or the breaking of rules or a breach of health and safety.

Use of Restrictive Interventions including Reasonable Force and Seclusion

All members of staff have the power to use a restrictive intervention to prevent pupils committing an offense; injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. The use of a restrictive intervention will only be used to preserve the health and safety of pupils'. The government also authorises the use of force, if appropriate, by staff conducting a search without consent for knives, weapons, alcohol, illegal drugs, stolen items, tobacco, cigarette papers, fireworks, pornographic images and articles. Force cannot be used when searching for any other items even if they are in the school rules.

Reasonable force may be planned or used as an emergency intervention. It may include:

- the holding of a pupil by one or more adults so as to restrict their mobility and movements;
- the holding a pupil by one or more adults to guide them to another space in the school;
- blocking a pupil's path;
- physically interposing between pupils.

The use of reasonable force and physical intervention will take into account the characteristics of the child including their age, physical needs or disability and development level. The decision to use reasonable force and physical intervention will follow a risk assessment approach. The following will be considered:

- the potential outcomes of not intervening;
- any risks in the immediate environment;
- the vulnerability of the child.

Non-physical forms of restriction may include:

- A staff member positioning themselves to prevent a pupil leaving a classroom or corridor during an escalating incident;
- Directing a pupil to remain in a specific room (e.g. the rainbow room) and preventing them from leaving temporarily for their own or others' safety;
- A pupil being placed in a quiet room and supervised, with the door closed or controlled, during a crisis for their own or others' safety
- Directing a pupil to remain in one place in an escalating incident

If ANY restrictive intervention is used, staff will ensure the following:

- a written report is given to the principal through CPOMS;
- parents/carers will be informed on the same day or as soon as reasonably practicable;
- a range of support will be considered for the pupil which may include external professional help;
- targets for the pupil will be clearly defined;
- A risk assessment will be undertaken to avoid any further incidents;
- attempts will be made to try to identify that triggers for challenging behaviour;
- strategies will be put in place to help prevent challenging behaviour;
- parents/carers are included in the next step discussions.

Restraint or Restriction is always the final option in any situation. At least one member of staff in every classroom has had restraint and de-escalation training to ensure that children's safety is paramount. For any restraint or restriction incident, a meeting is held and a risk assessment created to mitigate the need for any further restraint.

Pupils who are found to have made malicious accusations against staff

Pupils that are found to have made malicious allegations are likely to have breached school behaviour policies. The school should will, therefore, consider whether to apply an appropriate sanction, which could include temporary or permanent exclusion (as well as referral to the police if there are grounds for believing a criminal offence may have been committed).

Staff professional development

The school will review general and specific staff induction and continuing professional development (CPD) and identify how to ensure staff training reflects practice outlined in this policy and the Anti-Bullying Policy and practice. Where specific training needs have been identified for particular members of staff, the Principal will ensure that those members of staff have access to the advice, training and development opportunities appropriate to their needs.

Monitoring and Evaluation

The monitoring and evaluation process will be informed by:

- CPOMS audits;
- accident book entries;
- visitors book entries;
- parent and pupil surveys;
- SLT meeting discussion;
- Principal's report to the Multi-Academy Trust (MAT).

Linked Policies

This policy is one of a range of documents that set out what our responsibilities are and how we should carry them out. Other relevant documents include the below policies.

- Safeguarding
- Anti-bullying
- Safer recruitment and selection
- Staff behaviour policy/code of conduct
- Whistleblowing
- Procedure for managing allegations against staff (including low-level concerns)
- Health & safety
- Attendance
- Supporting pupils with medical needs
- Online safety
- Risk assessment
- Intimate care

Restorative Reflection Sheet

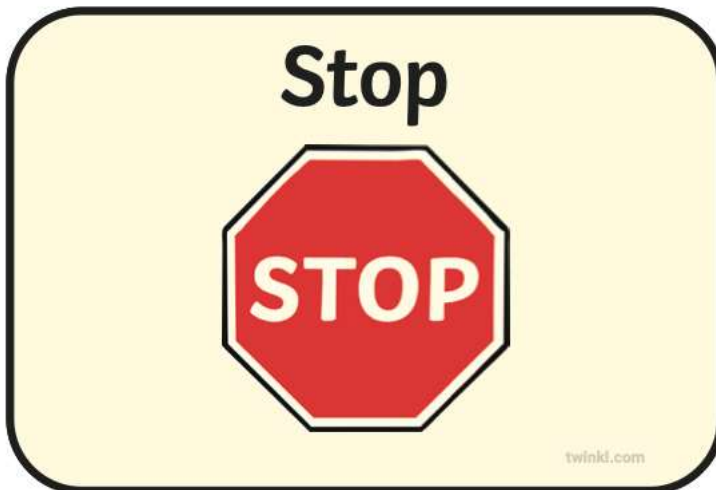
EYFS & KS1 – discuss with the child. No need to complete formally – log on CPOMS.

KS2 – discuss and the child completes (unless their individual needs mean and adult should complete for them) – keep & log on CPOMS

Playground – laminated questions kept on lanyards

Name	
Date	
What happened?	
What were you thinking or feeling at the time?	
How did this make other people feel?	
Who has been affected and how?	
What can we do to make things right?	
If this happened again what could you do differently?	
Discussed with (staff member)	

Lanyard Resources for staff



questions	Restorative
happened?	What
you feeling/thinking at the time?	What were
make other people feel?	How did this
been affected and how?	Who has
should we do to put things right?	What

Thirty second script:

I can see you [doing behaviour]
This means you are not [insert expectation]
Do you remember [doing something great]?
This is the behaviour that I would like to see today.
Can I help you [get started / play well]?

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Our Expectations:

respect and good manners at all times;
for everyone and everything;
working hard for my learning;
Follow instructions with thought and care.

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Relentless routines:

Wond	Wonde
eful walking	Legen
dary lines	Magne
t eyes	