

# Exeter - a learning community



## Behaviour for Learning Policy

Written: September 2018

Review: September 2019

This policy should be read in conjunction with the Wallace (Woodnewton) Academy Trust Behaviour Principles. Our school behaviour policy follows the guidance in “Behaviour and Discipline in Schools” a guide for Head Teachers and School Staff, published by the Department for Education in January 2016. The guide clearly states the statutory powers that schools have and what must be included in the behaviour policy.

### Aims and Ethos

- To help each child to feel happy, safe and secure in the school within a nurturing environment.
- To encourage children/staff, to celebrate their uniqueness and develop respect for each other.
- To help children to develop a social responsibility within the community, as they increase their understanding of the world we live in, so that in future, they will be active, responsible citizens.
- To help children recognise their achievements, and to have high aspirations for the future.
- To enable each child to develop skills for life so they become increasingly independent personally, socially and in their learning.

### Behaviour Principles

- At Exeter – a learning community, we recognise that behaviour is communication. This applies to all forms of behaviour, not just that we find most challenging.
- The emphasis is on belonging and social responsibility.
- An appropriate curriculum and effective teaching engages learners and encourages positive behaviour.
- An environment of high challenge and low stress is most conducive to learning and positive behaviour.
- Children need access to role models who are aware of and manage their own emotional responses appropriately.
- Humiliation and shame are never appropriate responses to challenging behaviour.
- An emphasis is placed on the use of positive strategies to increase desirable behaviours.
- Children's behaviour is underpinned by the stage they have reached in their social and emotional development – we must recognise this and respond appropriately.
- Some emotions can block learning, while others promote learning. So learning to recognise and manage emotions can assist learning and help to improve standards.
- Responses to behaviour are rooted in our ethos of nurture and compassion alongside high expectations of each child as an individual.
- Improvement in a child's behaviour is significantly better when working in partnership with parents and carers. Positive messages home can make a difference if parents are also involved in the reinforcement process.

### Promoting Positive Behaviours

- All children are made aware of the school rules (see below). They are displayed in every classroom and around school.
- Adults model controlled, respectful, verbal and non-verbal behaviours.
- Lessons are structured to be interesting and appropriately challenging. Children are made active partners in their learning with some choice over curriculum content and have opportunities to make choices. Children learn in different ways and teachers planning address children's different learning styles. All children are made aware of what is expected of them at the beginning of each lesson through WALT and WILF.

- Appropriate behaviours are taught and reinforced on a regular basis. Children are taught calming down strategies, problem solving and conflict management techniques.
- Appropriate behaviour is quickly noticed and celebrated. Systems for rewarding good behaviour are celebrated in all areas of the school community. These include: the use of personal contact with parents, Class Dojo, stickers, certificates, and Principal's Award which is given out termly.
- Praise is warm, labelled, sounds like it is meant and given with smiles and good eye contact. Examples of labelled praise may be, "I really like how you are showing me that you are listening by looking this way."
- Teaching routinely incorporates activities designed to promote children's social skills and emotional development. The PSHE curriculum, assemblies and the school values (I CARE) are examples of this.
- Children are rewarded and recognised for their personal successes.

**The school rules – children are expected to:**

- Follow the instructions of all adults in school.
- Treat others as we would wish to be treated ourselves.
- Look after school equipment and be responsible for our own belongings.
  - Listen using ears, eyes and feelings without interrupting.
    - Keep our hands and feet to ourselves.
  - We walk quietly through the school at all times.

***These must be displayed in every classroom.***

## School Values

Our school values were selected by the pupils through pupil voice discussions. They form the acronym, I CARE.

The values are:

I – Integrity

C – Compassion

A – Aspiration

R – Respect and Responsibility

E – Empathy

*These values must be displayed in every classroom.* They must be referred to during lessons to provide context. Children are to be recognised for demonstrating these values. It is with these values that we operate as the Exeter community. Adults must uphold and demonstrate these values in all that they do.

## Celebration and Rewards

### Celebration Assemblies

The main items on the agenda will be:

- Superstar Award (KS1) or Pupil of the Week (KS2)
- The winning house will be named

- A time for reflection of the gifts and abilities we all have
- Singing

### **The Attendance Award**

This is given out each Tuesday to class with the best attendance (one winner for each key stage).

### **Dojo Points**

Each class will have a Class Dojo account to communicate with parents. Dojo points can be given out for outstanding work, improved behaviour or acts of kindness, for example. There will be some specific weeks where certain actions are encouraged particularly those that are school values. So, for example, a child holding doors open would be rewarded as they had shown respect to others. All members of staff should feel they have equality, and are able to take part in the reward system. Dojo Points will count to each child's personal score and the score for their house (see below).

### **The House System**

We also run a house system in the school. There are four houses within the school. These scores will be added up weekly using the Dojo and celebrated with the children in the Friday Celebration Assembly. The house with the most points at the end of term will be awarded the 'House Prize' and they will be able to participate in an enjoyable activity as a house.

Each term, houses will have the opportunity to get together to build a sense of community across the school. There will also be house competitions throughout the school year.

### **The Principal's Award**

This will be awarded at the end of each term to a pupil from each who has shown excellent commitment to the school values. This will form part of the Friday celebration assembly. The parents of children who have been chosen will be invited to this assembly.

### **Reward Time**

Reward time will be earned as a whole class. This will be through the collective achievement of 'Cool Class Tokens'. Tokens are for exceptional work or other achievements. They cannot be taken away. At the start of each term, each class will need to decide what they would like to work towards; for example, a class film, a games afternoon or a baking session. This award will be given when the class has achieved ten tokens. A visual representation of this will be displayed in each class. It is expected that each class are likely to achieve a reward session once per term. The Senior Leadership Team must be informed at the start of term what their classes' reward will be, and when the tokens have been achieved, they must be informed when this will take place.

### **Other Rewards**

Other rewards may include:

- Stickers
- A postcard home
- Sharing work with a member of SLT or another teacher e.g. partner class or previous teacher

- Sharing work with parents
- Miss Heron's Heroes

### Additional Support Strategies to Promote Positive Behaviour

There may be a number of children who, for whatever reason, find that they need additional individualised support with their behaviour - early identification and intervention being essential.

It is expected that where a child is struggling with their behaviour, the class teacher acts reflectively, and considers how to pro-actively support that child. It must be remembered that behaviour is communication. Year Leads are the first port of call for class teachers and teaching assistants to seek and gain advice and strategies to support a child. Should problems persist, the class teacher and the year lead will arrange a meeting with parents and carers to see how best to support the child.

Should an issue persist, the Year Lead will make a request to attend the Team Around the Child (TAC) panel, which is held weekly, to share the child's difficulties. The purpose of this panel is to identify further avenues of support for the child, and this may lead to the further deployment of school resources or referrals to outside agencies. It is essential that the presenting member of staff is able to discuss strategies that have been attempted thus far, and the impact of these.

Following the TAC meeting, it may be agreed that a Positive Intervention Plan (PIP) be put into place to support the pupil with strategies that promote positive behaviour. It may also detail alternative strategies and logical consequences so that the response to behaviour best meets the needs of the child. This will be done through liaison with the child's parents. When a PIP is put into place, it must be applied consistently. PIPs will be reviewed a maximum of 4 weeks after implementation and then termly thereafter, unless there are significant changes in the child's circumstances that may necessitate an earlier review. This will be completed with the involvement of all key stakeholders, including the child.

**Being fair isn't about everyone getting the same but it is about getting what they need.**

### Responding to Challenging Behaviour

#### Least to Most Intrusive Consequences

We need to plan how to respond to, or divert, children's inappropriate behaviour in order to prevent it escalating into something more disruptive to learning and more difficult to manage.

The adult chooses the intervention on the basis of what will be the least intrusive in terms of disrupting the learning, and also on the basis of their knowledge of the individual child. What works for one child will not work for all, so adults need a range of interventions on which to draw. Wider guidance is available in the booklet, A – Z of Behaviour.

A child should never lose access to interventions that support their emotional well-being as a consequence of their behaviour.

#### Non-verbal messages

- The Look, moving closer to the child who is not behaving appropriately, visual prompts such as fingers to lips etc.

#### Tactical or planned ignoring

- The teacher decides temporarily not to notice specific behaviour from a specific child. The class will all be aware that the behaviour will be discussed with the child later, at an appropriate time.

#### Description of reality

- A simple statement of fact describing the inappropriate behaviour. This is a calm statement of what is happening and will often end the inappropriate behaviour there and then.

#### Simple direction

- Clear statement of required behaviour,, The use of 'thank you' rather than 'please' is a subtle way of showing that you expect children to do as you have asked.
- Restate the relevant rule e.g. "In our school we..." , "What is the rule about listening?"

#### Question and feedback

- Asking a prompt question to show that you have noticed inappropriate behaviour. "What's happening here?"

#### Expressing disappointment or disapproval, or using humour

#### Blocking or assertive statements

- If there is resistance to argument, acknowledging the child's point of view but reiterating your instruction can be effective. "Put your pen down, thank you." I understand that you have not finished but I need you to put your pen down now and listen, then we can talk about when you can finish"

#### Choices and consequences

- Enabling a child to take responsibility for his/her own actions. Offer them clear choices and allow follow up time.

#### Using I messages

- For example: "When you keep interrupting I feel really disappointed because we won't be able to finish on time. I need you to be quiet and listen carefully. Thank you."

#### Time out in another classroom

- It may be appropriate and helpful for some children to take a break from their class in another classroom. This should be time limited. Work will be provided by the Class Teacher. This is different to internal exclusion (see the exclusions section on p. 7).

#### Remember to:

- Allow 'take-up time'.
- Notice as soon as the child begins to behave appropriately and giving positive feedback. "Child A, you're listening really well" or non-verbally.
- Speaking in a calm, controlled voice, not raising the volume, and refusing to be drawn into argument.
- Negotiate an outcome you can live with.
- Have a quiet word with the child. Referring to the behaviour you require rather than what you don't want.
- Use gentle humour, but not sarcasm.

- Logical consequences should be applied wherever possible. The consequence given should be linked to the child's behaviour e.g. Incomplete work should be completed in the child's break or lunchtime when the child has chosen not to complete it.
- Act reasonably and proportionally. Children should not be issued with excessive consequences for their actions.

### **Behaviour for Learning Chart**

The following chart summarises how behaviour should be responded to at Exeter, by all members of the community. It is a graduated response and emphasises the collective responsibility we all have the effective management of behaviour across the school. This should be found in all class management files, alongside partner class information.

These are **example** behaviours and consequences that might be observed/given at each level. Professional judgement, and knowledge of the child must be exercised to ensure that appropriate responses are given. Consequences given should be logical and fair. This chart can be used in hierarchical order to respond to behaviour or by choosing the most appropriate level.

	Behaviour	Consequence
<p>Remember to catch the children 'being good'.</p> <p style="font-size: 2em; font-weight: bold;">1</p>	<ul style="list-style-type: none"> <li>Following the school rules and showing values</li> <li>Showing good manners</li> <li>Being kind to others</li> <li>Excellent effort in your work</li> <li>Good partner or team work</li> </ul>	<ul style="list-style-type: none"> <li>Stickers</li> <li>Dojo points</li> <li>Sharing work with the Year Lead or a member of SLT</li> <li>Send message home on Dojo</li> <li>Post card home</li> </ul>
<p>Once thinking time has been issued, this will need to be followed through. However, each new lesson should be seen as a fresh start.</p> <p style="font-size: 2em; font-weight: bold;">2</p>	<ul style="list-style-type: none"> <li>Reminders needed about school rules and values e.g.:</li> <li>Disrupting the learning of others</li> <li>Poor listening</li> <li>Talking over others</li> <li>Poor manners</li> <li>Running around school</li> <li>Not looking after school equipment</li> </ul>	<ul style="list-style-type: none"> <li>Verbal Warning</li> <li>Use the phrase, "In our school we..." Followed by a reminder of the appropriate school rule.</li> <li>Ask the child to state the relevant rule e.g. "What's the rule about...?"</li> <li>Visual clues</li> </ul>
	<ul style="list-style-type: none"> <li>Repeated reminders of the above.</li> </ul>	<ul style="list-style-type: none"> <li>Name on Board</li> <li>Being asked to move to a more suitable space (away from distraction)</li> </ul>
	<ul style="list-style-type: none"> <li>Repeated reminders of the above.</li> <li>Being unkind to others</li> <li>Not working to the best of your ability</li> </ul>	<p><b><u>Thinking Time at Break</u></b> 5 minutes – to include a brief discussion with the member of staff who issued the consequence to support reflection.</p>
<p style="font-size: 2em; font-weight: bold;">3</p>	<ul style="list-style-type: none"> <li>Repeated disruption to the learning of others</li> <li>Adult instructions not followed (take up time must be given).</li> </ul>	<p><b><u>Time in Partner Class</u></b></p> <ul style="list-style-type: none"> <li>KS1 – the partner class will be allocated from within year groups</li> <li>KS2 – partner class to be allocated from across the key stage</li> <li>Class Teacher informs parents</li> </ul>
<p style="font-size: 2em; font-weight: bold;">4</p>	<ul style="list-style-type: none"> <li>Previous consequences not followed</li> <li>Fighting</li> <li>Damage to school property</li> <li>Repeated incidents of time spent in the partner class (more than two instances one week)</li> <li>Bullying</li> </ul>	<p><b><u>Year Lead</u></b></p> <ul style="list-style-type: none"> <li>Year Lead informs parents and issues appropriate consequence e.g. loss of break for extended periods of time/arranging for damage to be repaired.</li> </ul>
<p style="font-size: 2em; font-weight: bold;">5</p>	<ul style="list-style-type: none"> <li>Persistent Bullying</li> <li>Physical aggression towards staff</li> <li>Injury to a peer</li> <li>Racism</li> <li>Serious damage to school property</li> <li>Repeated referrals to the Year Lead</li> <li>A serious incident requiring SLT support</li> </ul>	<p><b><u>Senior Leadership Team</u></b></p> <ul style="list-style-type: none"> <li>SLT member informs parents</li> <li>Consequences may include:</li> <li>Loss of break and lunch for extended periods of time</li> <li>Internal Exclusion</li> <li>Fixed Period Exclusion</li> <li>Excluded from school</li> </ul>

A summary of this chart can be found on appendix 5. This must be shared with the children and displayed in all classrooms.

### **Lunchtime Behaviour Procedures**

At lunch time, where children demonstrate inappropriate behaviour e.g. swearing or not following instructions, they will be issued with 5 minutes thinking time on the bench on the hall. Additional 5 minutes can be added for further infractions of the school rules.

Verbal communication and the Class Communication Books will be used to share information between the Mid-day supervisors and the class teacher.

### **Serious Incidents**

The emphasis for all staff in these situations should be on de-escalation strategies. What can be done to help the child regulate and for the incident to be brought to end?

It is important to be able to communicate the incident effectively to parents, and for gathering evidence for support from external agencies that the incident is recorded on SIMS as quickly as possible.

### **Recording of Incidents**

The recording of incidents is important as it can help build up picture of a child's behaviour over time, and support leaders to monitor patters and trends, which in turn may lead to alterations in practices and procedures to support outcomes for pupils. SIMS should be used to record behaviour incidents which are identified at level 3 or above (see chart on page 8) by all staff members who have access to SIMS. An incident form (appendix 1) will be available for those members of staff who do not have access to SIMS. These must be passed to the class teacher in the first instance. These can be escalated to SLT as appropriate, for passed to admin support for inputting onto SIMS.

The following may also be put in place when we wish to gain more information on child's behaviour. This will be under the direction of SLT or the year lead:

- ABC forms – used for analysing triggers for behaviour and the effectiveness of consequences (See Appendix 2)
- Behaviour Frequency Charts (See Appendix 3)

A child's Positive Intervention Plan will state which the best methods of recording incidents are for that child. These records will be useful in identifying triggers and developing pro-active strategies for a child.

### **Permanent or Fixed Term Exclusions**

Pro-active strategies to support pupils at risk of exclusion will be implemented as appropriate. This may include the implementation of a Pastoral Support Plan (PSP) which specifies actions and targets for all parties involved. See the Wallace (Woodnewton) Academy Trust Exclusions Policy for further information.

The decision to implement an exclusion, fixed term or permanent, is not taken lightly; however, the decision to exclude a pupil may be taken when there is a serious breach of the school's behaviour policy, or if allowing the pupil to remain in the school would seriously harm the education or welfare

of other persons in the school or the pupils. All evidence relating to incident will be carefully considered.

### Internal Exclusions

There may be circumstances where an internal exclusion is appropriate. This will be decided by a member of the Senior Leadership Team, and this will be logged on SIMS.

### Monitoring and Review

As part of the process of monitoring and review, members of the middle and senior leadership team will monitor and analyse the recorded incidents. The Bound and Numbered book will also be reviewed. Weekly and half-termly monitoring reports will be completed detailing key headline information. Behaviour will be a standing item on the weekly year team meetings.

### Conduct Outside of School Gates

Teachers have the statutory power to discipline pupils for conduct outside of the school gates. Principals have the specific power to regulate pupil's behaviour in these circumstances to "such extent that is reasonable."

They may discipline a pupil for any misbehaviour when the child is:

- Taking part in any school-organised or school-related activity
- Travelling to or from school
- In some other way identifiable as a pupil at the school.

Misbehaviour at any time, whether or not the conditions about apply, that:

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

Discipline will always be carried out in accordance with the staged sanctions laid out in this policy, unless there is increased risk to pupils or staff and swifter action may be taken. While out on visits, the lead member of staff will have briefed the team on expectations of behaviour and procedures for managing hazards and risks caused by inappropriate behaviour. On occasions the school may deem another agency more appropriate to deal with the incident or issue e.g. police.

### Confiscation of Inappropriate Items

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

1. The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupils' property as a punishment.
2. Power to search without consent for 'prohibited items' including any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property or any item which has been banned by the school.

## Bullying

Bullying can be physical or emotional and it can take many forms (for example, cyberbullying). Immediate physical safety and stopping violence come first but bullying can also be because of prejudice against particular groups (for example, because of Special Educational Needs, on grounds of race, religion, gender, sexual orientation or transgender status, or because of caring duties). Consequences will be applied fairly, consistently, and reasonably taking account of any special educational needs or disabilities that the pupils may have and taking into account the needs of vulnerable pupils. School will involve parents to ensure that they are clear that the school does not tolerate bullying and are aware of the procedures to follow if they believe that their child is being bullied. Further guidance can be found in the (Wallace (Woodnewton) Academy Trust Anti-Bullying Policy).

## Racist Incidents

Should a racist incident take place, this should be reported to SLT as soon as possible and recorded on a serious incident form (Appendix 4). This incident will then be reported to the Local Authority.

## Reasonable Use of Force

### What is reasonable force?

The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury. 'Reasonable in the circumstances' means using no more force than is needed.

Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

### Who can use reasonable force?

All staff must adhere to the permitted actions in line with government guidelines on the restraint of children. The Education Act 1996 forbids corporal punishment but permits staff to use reasonable force to prevent a pupil from:

- Committing a criminal offence
- Injuring themselves or others
- Damaging property
- Acting in a way that is counter to maintaining good order and discipline at the school

Positive handling is never endorsed unless for the safety of the child or others and is as a last resort. If there is another member of staff present when positive handling is required (for safety reasons) who has the appropriate training, an untrained staff member would not need to positively handle the child. Lists of trained staff can be found in the main office, staff rooms and each classroom. For any positive handling conducted, staff will always ensure they inform a member of the Senior

Leadership Team and complete the Bound and Numbered Book. The incident should also be recorded onto SIMS/incident form as appropriate.

Schools cannot use force as a punishment -- it is always unlawful to use force as a punishment.

### **Telling parents when force has been used on their child**

Parents should be informed about serious incidents involving the use of force as soon as possible and the adults involved will complete a serious incident form (see Appendix 4) and the Bound and Numbered book.

### **What happens if a pupil complains when force is used on them?**

All complaints about the use of force will be thoroughly, speedily and appropriately investigated. Where a member of staff has acted within the law — that is, they have used reasonable force in order to prevent injury, damage to property or disorder — this will provide a defence to any criminal prosecution or other civil or public law action.

Suspension will not be an automatic response when a member of staff has been accused of using excessive force. School will refer to the "Dealing with Allegations of Abuse against Teachers and Other Staff" guidance where an allegation of using excessive force is made against a teacher. This guidance makes clear that a person must not be suspended automatically, or without careful thought.

School will consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.

If a decision is taken to suspend a member of staff, the school will ensure that the staff member has access to a named contact that can provide support. The Governing body should always consider whether the staff member has acted within the law when reaching a decision on whether or not to take disciplinary action against them. As employers, schools and local authorities have a duty of care towards their employees. School will provide appropriate pastoral care to any member of staff who is subject to a formal allegation following a use of force incident.

**This policy should be read in conjunction with the:** Wallace (Woodnewton) Academy Trust Behaviour Principles, Wallace (Woodnewton) Academy Trust Safeguarding and Child Protection Policy, Wallace (Woodnewton) Academy Trust Inclusion Policy, Wallace (Woodnewton) Academy Trust Anti-Bullying Policy and the Wallace (Woodnewton) Academy Trust Exclusions Policy.;

INCIDENT LOG – Appendix 1

Name of person completing this log: Please PRINT name	Date and time:							
Incident date and time:								
Child(ren) and Adult(s) involved: Please include FULL names								
Location of Incident:								
Victim(s) :								
Perpetrator(s):								
Witness(es):								
	<ul style="list-style-type: none"> <li>• Race</li> <li>• Religious/Belief</li> <li>• Sexual Orientation</li> <li>• Disability/Learning Difficulties</li> <li>• Gender Identify</li> <li>• Radicalisation</li> </ul> <p>Bullying</p> <ul style="list-style-type: none"> <li>• Cyber-bullying</li> <li>• Indirect – stealing, damaging property etc</li> <li>• Relational – spreading rumours, ignoring etc</li> <li>• Physical – hitting, punching, inappropriate etc</li> <li>• Verbal – name calling, teasing, threatening etc</li> </ul>							
Incident (please include trigger if known):								
Consequence given (logical consequences should be applied whenever appropriate):								
Outcome and any next steps:								
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%; padding: 5px;">Have the parents/carers been informed? (please circle as appropriate)</td> <td style="width: 15%; padding: 5px;">Yes</td> <td style="width: 15%; padding: 5px;">No</td> </tr> <tr> <td style="padding: 5px;">Was Team Teach used? If yes, please ensure that the 'Bound and Numbered' book is completed.</td> <td style="padding: 5px;">Yes</td> <td style="padding: 5px;">No</td> </tr> </table>			Have the parents/carers been informed? (please circle as appropriate)	Yes	No	Was Team Teach used? If yes, please ensure that the 'Bound and Numbered' book is completed.	Yes	No
Have the parents/carers been informed? (please circle as appropriate)	Yes	No						
Was Team Teach used? If yes, please ensure that the 'Bound and Numbered' book is completed.	Yes	No						

Signed and date:

SLT position:

ABC Form    Name of child: \_\_\_\_\_    Class: \_\_\_\_\_

Appendix 2

<b>Date/Time:</b>	<b>Activity/Context:</b>	<b>Antecedent</b> <i>(Trigger/what happened before that <u>may</u> have contributed to the incident)</i>	<b>Behaviour</b> <i>(What the behaviour looked like)</i>	<b>Consequence</b> <i>(What happened as a result of the incident?)</i>

<b>Behaviour Frequency Chart</b>					
Initial Behaviour Analysis Frequency Chart					
Child's name:		DOB:			
Class:					
Behaviour being Monitored	Mon	Tues	Wed	Thurs	Fri
Strategies in place:					
Date parent/carer informed:					
Parents comment:					
Agreed outcome:					

**Appendix 4**

**Record of Internal Exclusion**

Name of child:	Class:
Parents/Carers informed: Yes/No	Dates of Internal Exclusion:
Reason for Internal Exclusion:	
Signed: (SLT)	
Parents/Carers informed: Yes/No	Dates of Internal Exclusion:
Reason for Internal Exclusion:	
Signed: (SLT)	
Parents/Carers informed: Yes/No	Dates of Internal Exclusion:
Reason for Internal Exclusion:	
Signed: (SLT)	
Parents/Carers informed: Yes/No	Dates of Internal Exclusion:
Reason for Internal Exclusion:	
Signed: (SLT)	

<b>Behaviour for Learning</b>	
Following school rules/working hard	Examples:  Stickers Dojo points Sharing work with the Year Lead or a member of SLT Send message home on Dojo Post card home
<b>Verbal Warning</b>	Reminders needed about school rules and values
<b>Name on Board</b>	Repeated reminders of the above
<b>Thinking Time at Break</b>	Repeated reminders of the above  Being unkind to others
<b>Time in Partner Class</b>	Repeated disruption to the learning of others Not following adult instructions <i>Class Teacher informs parents</i>
<b>Year Lead Appropriate consequence given</b>	Previous consequences not followed Bullying Repeated incidents of time spent in the partner class or of behaviours <i>Year Lead informs parents</i>
<b>Senior Leadership Team Appropriate consequence given</b>	<b>Serious breach of the school rules</b>  <i>SLT member informs parents</i>