

Behaviour Principles and Policy

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Policy agreed by staff and Governors – Spring 2024

Review date – Spring 2026

Initial Statement

We believe that all members of our school community should behave in an appropriate manner showing respect for each other and property. Through a positive approach, we promote a culture of self-discipline, encouraging children to make the right choices in terms of behaviour both inside and outside the classroom. We have high expectations, enabling children to complete assigned work and to prevent bullying.

This policy is discussed with staff annually, forms part of the school staff induction procedures, and is available on the school website.

Aims

The aim of this policy is to empower children to make favourable choices, develop positive and respectful relationships and to reflect and act upon what is fair and equitable. Staff can assist and guide children's capacity to interact with others in respectful, kind and cooperative ways and to develop their independence and ability at self-regulation. Children need to understand the consequences of their actions and how this will affect them in society.

This policy sets out our expectations, rewards and sanctions. It is compliant with the guidance set out in the DfE's document 'Behaviour in schools' (Sept 2022)

We aim:

- To create an environment which encourages and reinforces good behaviour.
- To make all children feel happy and safe about coming to school.
- To promote self-esteem, self-discipline and positive relationships.
- To support children to reflect on their own behaviour and the impact on others.
- To encourage consistency of response to both positive and negative behaviours.
- To define acceptable standards of behaviour.
- To ensure that the school's expectations and strategies are widely known and understood.
- To encourage the involvement of both home and school in the implementation of this policy.

The behaviour policy should be consistently applied by all staff.

Early Years children will be introduced to parts and the whole of this policy, when the class teacher feels that their cognitive development has reached the capability of understanding the concept of rewards and sanctions. It is recognised that Early Years is important to establish expectations of behaviour to continue throughout the school.

Inclusion

With regard to the Equality Act 2010, it is a fundamental part of this policy that all staff and adults ensure fair treatment for all children, regardless of age, gender, race, religion, ability and disability. SEND needs must be considered sensitively and reasonable adjustments will be made. A distinction will be made between behaviour related to the SEND and deliberate behaviour.

Behaviour that has a significant impact on a pupil/pupils/staff/wider communities' learning, wellbeing or safety is defined as high challenging behaviour. This can be either a one-off incident or ongoing and includes:

- Bullying
- Physical aggression
- Verbal attacks

- School refusal
- Persistent breaking of rules
- Withdrawal
- Breaking the law

Where a child is finding this policy difficult to adhere to, the Class teacher/SENCo /SLT/ parent must consider the SEND needs and produce a behaviour support plan identifying what the child is capable of achieving in line with this policy. A behaviour support plan will include a prepared response to a difficult but predictable situation. It may include physical and verbal scripts and will aim to reduce the cognitive overload on the pupil whilst encouraging the right responses from the pupil.

The school aims to support a child in managing and changing unexpected behaviour and will explore the motive for the behaviours as we acknowledge all behaviour is communication. Staff will put in place school based support interventions and may ask for further support from the SEND team or external agencies to provide support, for example, Educational Psychologist, Behaviour Support Service. Available in school support includes drawing and talking sessions, ELSA time, or visit to school counsellor. If the behaviour continues to cause concern then alternative provision arrangements may be considered, such as The Bridge or forest school.

Where the behaviour is giving cause for concern it is important that all those working with the child in school and at home, are aware of those concerns and of the steps which are taking place. Regular parent/school meetings will be held (ideally every 6 weeks) and these will be multi-agency where appropriate.

Unless there are exceptional circumstances, SEN/LAC children will not be permanently excluded without first considering the circumstances and the SEN of the child. Also to consider what extra support might be needed to identify and address the needs of pupils from vulnerable groups in order to reduce their risk of exclusion (see appendix C) as well as to engage proactively with parents to support these. The period between the decision to permanently exclude the child and the meeting of the governing body to consider the exclusion should be used to work with the local authority to see whether more support can be made available. Parents of children with SEND who are excluded should receive advice on the option for future education.

Safeguarding

All staff should be aware that children can abuse other children (often referred to as child on child abuse) and that it can happen both inside and outside of school or online. It is essential that all staff understand the importance of challenging inappropriate behaviours between peers that are abusive in nature. It is important that all staff recognise the indicators and signs of child on child abuse and know how to identify it and respond to reports. All staff should be clear as to the school's safeguarding policy and procedures with regard to child on child abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it.

This document should be read in conjunction with the Safeguarding and Child protection Policy.

Wider application of policy

This policy is applicable to all areas of school business — for example, swimming lessons, on school trips, away school sports fixtures. Poor behaviour in such circumstances should be dealt with as if it had taken place in school. The decision to sanction a pupil will be lawful if it is made on the school premises or elsewhere at a time when the pupil is under the control or charge of a member of staff of the school.

DfE states that 'Schools have the power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable.' The SLT may apply the sanctions within this policy to non-criminal poor behaviour and bullying which occurs off the school premises or online and which is witnessed by a staff member or reported to the school. SLT may apply this policy if there is a clear link between that behaviour and maintaining good behaviour and discipline among the pupil body as a whole within school. This will be a matter of judgement for SLT. Pupils' behaviour in the immediate vicinity of the school, or on a journey to or from school can also be subject to the school's behaviour policy.

This policy is also applicable when pupils interact with other children or staff online. DfE states that 'Schools may sanction pupils if their online behaviour is threatening or causes harm to another pupil. They may also sanction a pupil if their behaviour online impacts the school environment'. Children should always be kind and respectful to each other and respectful to staff, in line with our Behaviour policy, Anti-bullying policy and Online Safety policy. Any inappropriate comments to staff online, via Google Classroom, or via any other platform will be taken very seriously. This is also the case for any online bullying towards other pupils or child-on-child abuse that is disclosed to the school.

Whole school approach

Staff and Governors have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other.

Teachers should be given regular opportunities to reflect on behaviours, empathising from the child's perspective, and time to consider different approaches that could be used.

As adults we aim to:

- Create a positive climate with realistic expectations.
- Emphasise the importance of being valued as an individual within a group.
- Support pupils in developing a sense of belonging.
- Provide a caring and effective learning environment.
- Encourage relationships based on kindness, respect and understanding of the needs of others.
- Show appreciation of the efforts and contribution of all.
- Deliver the school's GRAND Rules and sanctions consistently and fairly.
- Promote the idea that every member of the school has responsibilities towards embedding a whole school approach.
- Carefully consider classroom management and effective teaching strategies.
- Monitor the application of policy through learning walks and targeted support to change behaviours.

Under the DfE guidance of Behaviour in schools 2022, keeping pupils safe is a legal duty of all staff.

This document outlines the legal duties required and states that staff are allowed to:

- Sanction pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a rule or fails to follow a reasonable instruction, the teacher can apply a sanction on that pupil.
- School staff can confiscate, retain or dispose of a pupil's property as a disciplinary penalty in the same circumstances as other disciplinary penalties.
- Staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at the school or among pupils.
- Head teachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks,

pornographic images or articles that they reasonably suspect have been or are likely to be used to commit an offence or cause harm.

Expectations – GRAND rules

We expect teachers to be able to teach and children to be able to learn.

We have agreed on 5 GRAND values. From these we have our 5 GRAND rules:

Generous	Respectful	Aspiring	Neat	Determined
I will be helpful, polite and considerate of others	I will use kind hands, feet and words	I will be honest and tell the truth	I will be quiet and well presented when lining up and walking around school	I will try my best to do my work and not disturb others from doing theirs

Proactive approaches to supporting behaviour

As part of our proactive approach, the school will:

- Have effective and well-understood behaviour and anti-bullying policies that are applied consistently
- Know our pupils well
- Effectively use rewards and sanctions (see page 8)
- Prioritise Staff CPD and support
- Implement interventions and support
- Work with colleagues to support early identification of SEND and mental health needs
- Utilise internal and external support and agencies
- Develop effective partnership working with parents/carers
- Ensure our curriculum supports a proactive approach and teach pupils how to use the Zones of Regulation
- Use emotion coaching when talking to pupils
- Take collective responsibility for behaviour across the school

Professional development regarding behaviour management and whole school approach to supporting behaviour is included in the school induction procedures and on-going CPD.

Our whole school approach is based on RULER, an approach created by The Yale Centre for Emotional Intelligence.

RULER stands for:

- Recognising emotions in yourself and others
- Understanding the causes and consequences of emotions
- Labelling emotions accurately
- Expressing emotions appropriately
- Regulating emotions effectively

The children are taught these skills across the year and throughout the whole school.

A key approach we use is the Zones of Regulation. Zones of Regulation is an approach used to support the development of self-regulation in children. All the different ways children feel and the states of alertness they experience are categorised into four coloured zones. Children who are well regulated are able to be in the appropriate zone at the appropriate time.

Staff will implement the use of Zones of Regulation in a variety of ways, such as:

- Using the language of ZoR to model labelling feelings and emotions. This can be as a tool when working with children on emotions or as part of the wider curriculum, i.e. discussing how a child feels about a text or how a historical figure may have felt during an event.
- Talking about the concepts of ZoR as they apply in a variety of environments. For example, staff may make comments aloud so the children understand it is natural that we all experience the different Zones and use strategies to control (or regulate) ourselves. For example, "This is really frustrating me and making me go into the Yellow Zone. I need to use a tool to calm down. I will take some deep breaths."
- Helping the children gain awareness of their emotions and feelings by pointing out which zone the adult thinks the child may be experiencing.
- Validating which Zone pupils are in and help them choose expected ways to self-regulate so their behaviour is expected for the context.
- Sharing with the child how their behaviour is affecting those around them, i.e. other children and staff, and helping them to identify the Zone and linked emotions.
- Helping children become comfortable using the language to communicate feelings and needs by encouraging the child to share their Zone.
- Showing interest in learning about the child's triggers and Zones tools. Give reminders to use these tools.
- Offering positive reinforcement for recognising their Zone and managing their behaviours while in it, rather than only pointing out when children are demonstrating unexpected behaviours while in a Zone.

Another key aspect of the approach is our class charter (Appendix A). This helps pupils understand their personal and social responsibility to create the kind of emotional climate that everyone wants. The class charters include the GRAND rules and are displayed in each class. They are referred to regularly especially at the beginning of each term,

during circle times/RHE lessons and assemblies. Adults in school will use a positive approach and encourage children to keep to the GRAND Rules using positive reminders e.g. 'please walk' rather than 'don't run'.

As well as proactive measures, staff will all use defusing techniques if they feel a child's behaviour is starting to deviate from the agreed rules/expectations. Defusing techniques include giving the child a job to do, distraction/deflection, additional support, giving choices, and task reminders.

Staff will use active listening techniques to help de-escalate a situation. These include strategies such as:

- Looking at the person or using reassuring facial expressions/body language
- Paraphrase back
- Use open questions
- Stand at a non-threatening distance

Reactive approaches to supporting behaviour

If preventative and defusing techniques do not support the reduction of the behaviour then de-escalation techniques will be used by staff.

At this point staff will:









- Keep vocabulary simple
- Give take-up time
- Reinforce with non-verbal cues
- Set clear, exemplified sequences of conduct
- Use conditional language such as 'We can talk, but first of all I need you...'

If behaviour becomes highly challenging then, staff should:

- Quickly assess the context - what do I need to know here? Observe and make a decision. Look for cues from the pupil in regards to how they are feeling and what they might need.
- Consider am I the right person? Summon for additional support – third adult or SEND team/SLT.
- Decide on what you are trying to achieve in your interactions with the child.
- Try to remove the audience (for example, any pupils in the area).
- If a pupil is a danger to themselves or others, careful use of restraint may be used.

Any adults who are in the vicinity should use the phrase 'Help available' rather than immediately trying to help. The adult within the situation will then give direction on what is required.

When an additional adult attends the scene or when an adult engages with a child in a heightened state then the following steps are used:

-  Approach calmly, with a low consistent voice
-  Acknowledge any distress if necessary
-  Ask what is happening
-  Be clear about what you need to do
-  Reassure that you are there to help them
-  Demonstrate empathy
-  Control your own emotions
-  Be aware of your body language

Rewards and Sanctions - Strategies to support positive behaviour

Rewards and sanctions should be used to ensure a consistent whole school approach to supporting behaviour. These are based on cause-and-effect. Cause-and-effect thinking, or causality, allows children to make inferences and reason about things that happen around them.

Our behaviour guidance consists of a variety of ways that adults help children learn to guide or 'self-manage' their behaviour to learn acceptable behaviour. It encourages children to reflect on their actions and the impact those actions have on themselves, others and the environment around them. Guiding children to make good choices and letting them know the consequences of their behaviour is key to our practice. Rewarding desired behaviour and sanctioning undesired behaviour allows a child to know the boundaries and learn acceptable behaviour.

Cause-and-effect strategies will be displayed in each classroom.

Rewards

All staff will reward and praise children whenever possible. Praise will be specific, genuine and given in a way that is valued by the child. Rewards have a motivational role, helping children to see that good behaviour is valued.

These may take the form of:

- Verbal and written praise, informal and formal
- Team points in the form of tokens. Team captains are appointed in the summer term ready for September. They are responsible for collecting the points in and announcing the weekly winning team.
- Use of stickers and certificates
- Gestures/signals for 'well done' e.g. thumbs up
- Sent to SLT/MLT for praise and/or sticker
- Teacher relaying good news to parents e.g. email, note in reading diary, at the school gate, phone call
- Awarded a superstar or merit to display in school and a certificate to take home

- Added privileges given for example, book monitor, champion role.
- Year Groups may have their own rewards systems, which compliment this policy i.e. table points, raffle tickets

Sanctions

Sanctions are needed to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community.

- It should be clear to the child why the sanction is being applied.
- It should be clear what changes in behaviour are required to avoid future sanctions.
- There should be a clear distinction between minor and major offences.

There is a statutory authority to discipline pupils whose behaviour is unacceptable (Education and Inspections Act 2006 with updates in the 2011 Act; mainly regarding searching and powers of exclusion). If a pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction the staff member can impose a punishment. The decision to make the punishment must be made on the school premises or whilst the pupil is under the charge of the member of staff. It must be reasonable (account must be taken of age, any SEN or disability or any religious requirements affecting them) in all circumstances and equal opportunities must be considered. Also a consideration should be made if the child is suffering harm or the result of unmet needs. If this is suspected then the Safeguarding policy or SEND policy would also be followed. Non-criminal bad behaviour and bullying which is witnessed by a staff member or reported to the school will be dealt with the same sanctions as if it occurred in school. Any staff member can impose a sanction except for suspension or permanent exclusion (see appendix C) which would be imposed by the Head teacher.

Sanctions – Procedures

The procedures set out below will be followed:

1. Reminder

The child will be reminded of the GRAND Rules and asked to make a choice.

2. Warning

This may be verbal or part of a class behaviour strategy. Again the child is reminded of the GRAND Rules and asked to make a choice.

3. Change of location

The child is asked to move either nearer to the teacher (or another adult) or to another area or class or to another space, i.e. work station outside the classroom or another teacher's classroom (for example Head of Year).

4. Senior Leadership Team (SLT)

A member of the SLT is asked to escort the child away from the situation to discuss their behaviour.

Should the child need to apologise for their unexpected behaviour they are expected to give a full apology to the appropriate person either verbally or in writing. The member of staff dealing with the situation is responsible for ensuring this happens. See Appendix B for 'The Perfect Apology'.

We firmly believe that behaviour is a form of communication and adopt a restorative justice approach to supporting children with their behaviour choices. Staff are expected to follow the set questions below when supporting children with behaviour choices. This ensures that the vocabulary used is known and understood by all children and that a consistent approach is maintained. This way of working also ensures that any repeat offences are monitored. It is known as 'Doing the right thing, because it's the right thing to do'

Q1 What have you done that you should not have done?

Q2 How did this make others feel?

Q3 How has this action/behaviour made you feel?

Q4 How can you begin to put this right/resolve this?

Q5 You have agreed to

Q6 Come back and tell ME if the agreement is broken.

Other Sanctions that may be used:

- Children who have not worked hard in lessons and need to finish work are kept in at playtime/lunchtime (with an adult) to complete the work. However we ensure the child knows it is finishing time and enables more support to be given if needed.
- The setting of written tasks, such as a written reflection or an apology letter.
- Work sent home to complete if not completed in the lesson due to poor behaviour.
- Being placed on-report or a behaviour contract issued (See Appendix D). A member of SLT is responsible for monitoring and supporting the child. Meetings to discuss the contract and the child's efforts to change their behaviour are arranged regularly. The child is praised for their efforts and the length of time between meetings may be extended, with a view to the child 'coming off contract'.
- Playground Zoning - The class teacher will inform parents that zoning has been put in place and agree a period of time for the zone to remain before it is reviewed. All staff will be informed of the zone and report any problems to the class teacher. Zoning will be reviewed regularly and removed when deemed appropriate.
- In some cases a punishment to fit the offence. E.g. graffiti - made to clean it up; picking up litter.
- Property confiscated so long as it is reasonable in the circumstances. This may be returned to the parent or disposed of (this is at the discretion of SLT). The law protects schools from liability for damage or loss if they have acted lawfully. Staff members are allowed to search without consent for prohibited items; knives and weapons, alcohol, illegal drugs, stolen items, tobacco and cigarettes related, fireworks, pornographic images, any item that is likely to be used to commit an offence, cause injury or damage, any item banned by school rules. See 'Exclusions from maintained schools, academies and pupil referral units in England- statutory guidance for those with legal responsibilities in relation to exclusion' Page 11, for what to do with the item if found, as a result of a search.

For major offences or continual unacceptable behaviour, the following procedure may occur:

- Referral to SLT, for behaviour such as; disrespect and answering staff back, refusal to do as a member of staff asks, direct swearing, throwing, hitting, kicking, any form of bullying or racism (this is not an exhaustive list).
- If appropriate, a behaviour support plan may be put in place and reviewed.
- SLT/MLT will usually have a discussion with parent/carers

- Additional specialist help and advice from internal or external professionals, such as SENCO, Education welfare officer, etc.
- Pupils may make use of a calming space to regulate before sanctions are issued. A staff member would always be monitoring this.
- Internal exclusions may be given for more serious behaviour, including lunchtimes.
- Ultimately and in the last resort suspension (following AfC guidelines) see Appendix C
- For a more serious incident where physical restraint is required, please see Restraint and policy.

Support after an event

Following incidents of behaviour that does not meet expected standards, the child will be given the opportunity to reflect on the event/incident.

The conversation with a member of school staff may include the following components:

- A conversation about consequences following the incident.
- A discussion about expectations and clear steps on what needs to happen next.
- A discussion about what further support is required to make changes.

Restorative Meetings may be used to bring together a harmed and harmer. This allows pupils to see the impact of behaviour on not only themselves but those around them and not move forwards towards a resolution.

Expectations of the parents

We give high priority to clear communication within the school and to a positive partnership with parents since this is crucial in promoting and maintaining high standards of behaviour.

We expect parents/carers to:

- As early as possible, let the Class Teacher, head of Year or SLT know if there are any concerns.
- To support the Behaviour Policy of Grand Avenue Primary & Nursery School.
- To encourage their child to keep the school GRAND Rules.
- To offer praise to their child if they receive positive verbal or written feedback from staff, a sticker or a certificate.
- To support staff with sanctions and discuss with their child the reasons for them and make it clear what changes in behaviour are required to avoid future sanctions.
- Parents should use social networking sites or messaging groups sites **only** as a forum to support one another and uphold the strong reputation of the school
- Parents should not post inappropriate comments about the school and its staff, parents or individual children on social networking sites or messaging groups
- Parents should make complaints or share concerns through official school channels rather than posting them on social networking sites or messaging groups.

Communication and record keeping

Clear and effective communication regarding behaviour of all pupils is a priority. The class teacher is responsible for ensuring all members of staff are kept informed regarding a child causing concern and the strategies adopted to support. Behaviour support plans and /or behaviour contracts will be created with support from the SENCo/SLT and shared where appropriate.

SMSAs have a contact book to communicate concerns or note children who are praiseworthy. SMSA staff use this book to communicate with SLT. SLT regularly monitors this book, taking action as appropriate.

The school will communicate policy and expectations to parents/carers. Parents are kept informed of general behaviour of their child through discussion with class teachers. These could involve things such as; at Parents Evenings, arranged meetings, letters, stickers and certificates which are sent home. General behaviour /Social behaviour /Attitude to school life are commented on in the end of year report. If there is cause for concern, parents/carers will be informed at an early stage, and given an opportunity to discuss the situation. Parental/Carer and AfC support if necessary will be sought in devising a plan of action within this policy, and further support or disciplinary action will be discussed. Records need to be kept of incidents/sanctions and accounts sought from staff and children. Should a member of staff need to contact parents to discuss unexpected behaviour the discussion will be recorded on the internal logging system. This ensures all adults working with the child have access to concerns, the strategies put in place. This also ensures there is a chronological record of all events.

Accusations against school staff

Should a child make an accusation against a member of staff then the head teacher will conduct an investigation regarding the accusation. Any action deemed appropriate following investigation will be taken, including informing parents. Pastoral care for the staff member accused of misconduct will be organised by the school.

Disciplinary action may be taken against a child who is found to make false or malicious accusations against a member of staff.

Concluding Statement

We believe that positive discipline is the most effective way of supporting children. We aim to promote good behaviour, self-discipline and respect.

We aim to be transparent in our expectations and be firm, fair and consistent in supporting children to make the right choices in terms of behaviour.

Further reading

DfEs publication – ‘Behaviour in schools’ – a guide for head teachers and staff (2022)

School Policy – ‘Anti-bullying and Harassment’, ‘Well-being and mental health’, ‘Restraint and Positive handling’, ‘Safeguarding and Child protection’

Class Charter for (Name of Class)

As a class, we want to feel...

(add in emotion/feeling/security words)

In order to have these feelings consistently, **we will follow the GRAND rules.**

Generous	Respectful	Aspiring	Neat	Determined
I will be helpful, polite and considerate of others	I will use kind hands, feet and words	I will be honest and tell the truth	I will be quiet and well presented when lining up and walking around school	I will try my best to do my work and not disturb others from doing theirs

To help our class 'Enjoy Learning and Exceed Expectations' we will all try our best to be:

(add in 5 key words/characteristics that the class value)

The Perfect Apology = fim + feeling + fix

THE APOLOGY

"I'm sorry."

This must be the opening line

+

THE FIM

Admit the mistake you made or the rule you broke

"I said terrible things about you in front of our friends"

+

THE FEELINGS

Show you understand how the other person felt because of what you did (empathy)

"You must have felt betrayed and embarrassed when I did that."

+

THE FIX

Offer a plan to make things right or what you can do better in the future

"I promise to never talk like that about you again."

FIM = Fault Is Mine

Suspension and Exclusion

Suspension and permanent exclusion can be used by the Head teacher (or acting in absence of) as a sanction when warranted as part of creating calm, safe, and supportive environments where both pupils and staff can work in safety and are respected. To achieve this, suspension and permanent exclusion are sometimes a necessary part of a functioning system, where it is accepted that not all pupil behaviour can be amended or remedied by pastoral processes, or consequences within the school. A decision to exclude a pupil for a fixed time (suspension) or permanently will be taken only in response to serious breaches or persistent breaches of the school's behaviour policy and if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. The school endeavours to only resort to internal or fixed term suspensions when all other avenues of support have been exhausted and the criteria has been met. The head teacher will have regard to the latest statutory guidance for exclusion issued by the Department for Education. The school will have due regard to the Equality Act.

Grounds for Suspension or inclusion include:

- Physical assault against pupil
- Physical assault against adult
- Sexual Misconduct
- Theft
- Verbal abuse/threatening behaviour against Pupil
- Drug & Alcohol Related
- Verbal abuse/threatening behaviour against Adult
- Damage to property
- Bullying
- Persistent or General Disruptive Behaviour
- Racist Abuse
- Use or threat of use of an offensive weapon or prohibited item
- Abuse against sexual orientation and gender identity
- Abuse relating to disability
- Inappropriate use of social media or online technology
- Wilful and repeated transgression of protective measures in place to protect public health

This is not an exhaustive list

Any exclusion of a pupil, even for short periods, must be formally recorded. It would also be unlawful to exclude a pupil simply because they have SEN or a disability that the school feels it is unable to meet, or for a reason such as, academic attainment/ability; or the failure of a pupil to meet specific conditions before they are reinstated, such as to attend a reintegration meeting.

The school may have a duty to inform the police where a criminal offence may have taken place. They should also consider whether or not to inform other agencies such as Youth Offending Teams or social workers.

Example Behaviour Contract

Date

Description of behaviours
Participants
We have agreed the following:
Date of follow up meeting
Signed
Facilitator

Follow up meeting - date _____

What has been happening?
What were you thinking?

Who has been affected by this?

What do you need to take responsibility for ?

What do you think about it now we have been talking?

What needs to happen to put this right and ensure this behaviour does not continue?

How could you make sure this does not happen again?