

# PRIOR HEATH INFANT SCHOOL POLICY AND PROCEDURES STATEMENT

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**TITLE: BEHAVIOUR POLICY**  
(Including Exclusion Policy)

**DATE: October 2021**  
**REVIEW: October 2022**

**APPROVED/MONITORED BY: CHILDREN & LEARNING COMMITTEE**  
**AGREED BY: WHOLE SCHOOL STAFF and GOVERNORS**

## **Mission statement**

At Prior Heath we recognise that every child is a special individual with their own needs. We aim to provide a quality learning environment in which everyone is given the opportunity to achieve their full potential and become a valued member of our community. We work hard to provide a happy, caring atmosphere in which children are able to understand and value their achievements and those of others and engage fully in the joy of learning. The school is dedicated to ensuring inclusion occurs, where every child and adult feels comfortable to voice their opinions, is listened to, feels safe and fairly treated.

## **Contents:**

### **1) Introduction to the Behaviour Policy**

### **2) Principles Guiding the Behaviour Policy**

### **3) Behaviour Policy**

### **4) APPENDICES:**

1. Online safety code of conduct.
2. Playground Rules - Further Information
3. Procedures for supporting behaviour in school
4. Positive behaviour management
5. Exclusions policy
6. Touch Policy and The Use of Physical Restraint Policy links

## **1) INTRODUCTION TO THE BEHAVIOUR POLICY**

### **1a) Aims and Objectives of the Behaviour Policy**

Prior Heath Infant School regards the behaviour policy as pivotal to developing each child as an individual and to develop his/her potential to the fullest. Its purpose is to encourage the highest levels of behaviour and to support pupils in their responsibility for their own behaviour management. Good behaviour and self-regulation have strong links to effective learning and are vital skills for pupils to carry with them both during and after their school years.

The aim of the policy is to:

- Ensure all adults and pupils understand, support and promote the principles underpinning the policy.
- Ensure a high standard of behaviour across the school.
- Outline a range of strategies to enable pupils to behave well.
- Promote among pupils, self-discipline and proper regard for authority.
- Encourage good behaviour and respect for others and prevent all forms of bullying.

At Prior Heath Infant School we are committed to ensuring the welfare of all pupils, and to ensure there is no bullying or discrimination. We are especially aware that some children may need additional, personalised support to regulate their behaviour.

### **1b) Responsibilities**

#### **Legal Guidance and Responsibilities**

The Department of Education guidance, *'Behaviour and Discipline in Schools; Advice for Headteachers and school staff (January 2016)'* has been read and used to guide the school on the legal obligations, powers and responsibilities in terms of discipline and managing behaviour within the school.

#### **Parents are expected to:**

- Carefully read and sign the Home School Agreement with their child to indicate that they will respect and support the school's expectations and the authority of the school staff.
- Know the Behaviour Policy/school rules and actively support them through discussions with their child(ren) as appropriate, role modelling and leading through example to support the expectations of the school.
- Support other members of the school community in promoting the expectations of good behaviour.
- Ensure that any homework is well presented, completed to a high standard, and handed in on time. If students are struggling to meet the requirements of home learning, they should discuss this with their class teacher.
- Ensure their child(ren) adhere to the school's expectations; that they are in school on time, appropriately dressed, rested and equipped.

### **Pupils are expected to:**

- Adhere to the Behaviour Policy/school rules whilst in school and during off-site visits.

### **Staff (this refers to paid staff only unless the Headteacher says otherwise) in school are expected to:**

- Set high standards of professional behaviour, politeness, self-discipline and respect to all.
- Listen to pupils, making it clear through their response that pupils' comments are being taken seriously and are of importance.
- Actively support the Behaviour Policy through discussion with pupils, role modelling the expectations at all times in and out of school and leading through example.
- Appropriately discipline pupils whose behaviour is unacceptable, who break school expectations or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).
- Appropriately discipline pupils at any time the pupil is in school or elsewhere under their charge.
- Apply the principles, rewards and sanctions as detailed in the Behaviour Policy as part of their classroom and behaviour management.
- Report concerns related to behaviour of pupils, staff, governors and parent/carers to the relevant member of the SLT or agency as laid out in this policy or other policies (such as Child Protection and Safeguarding or Whistle Blowing).

### **Governors are expected to:**

- Refer all matters regarding discipline to the Headteacher who, in consultation with relevant parties, will investigate all issues.
- Know the school's Behaviour Policy and actively support it, in particular role modelling the expectations at all times whilst in and out of school.

### **Developing and Communicating the Behaviour Policy**

The Headteacher has the legal responsibility for determining the appropriate disciplinary measures. The Behaviour Policy will be accessible to all parents and staff and children will have the relevant information shared with them in an age appropriate way.

## **2) PRINCIPLES GUIDING THE BEHAVIOUR POLICY**

The principles that underpin the Behaviour Policy have been formulated to ensure that all equalities legislation and other legal requirements are met.

### **Statement of Principles Guiding Good Behaviour at Prior Heath School:**

**Principle 1: Children will feel secure in their environment.**

**Principle 2: Children will be able to do their best.**

**Principle 3: Children will be treated fairly.**

**Principle 4: Children will be supported by adults.**

**Principle 5: Children will develop high self-esteem.**

**Principle 6: Children will respond well to others.**

**Principle 1. Children will feel secure in their environment.**

Children will know that they are being cared for and that they are physically safe.

	What does this mean for staff	
1a Setting Clear Boundaries	<p>Teachers will discuss the school's expectations of classroom behaviour with the children each September when they move into their new class. Following on from the discussion the class rules will be created and displayed in an age appropriate way.</p> <p>Teachers will discuss the school's expectations of playground behaviour in the playground with the children each September.</p>	See appendix 2 for playground rules.
1b Maintaining a Consistent Approach	<p>All staff will remind children of expectations of behaviour both in the classroom and around the school.</p> <p>All staff will familiarise themselves with the Behaviour Policy and the school's expectations of behaviour.</p> <p>A consistent positive classroom management style, praising good behaviour, is essential towards encouraging appropriate behaviour in the classroom and in increasing self-esteem and sharing high expectations.</p> <p>All classes will use the behaviour chart and systems to reinforce expectations and to provide consistent rewards and sanctions.</p>	
1c Bullying, Racist or Homophobic Incidents Will Not be Tolerated	<p>A proactive approach is taken through teaching within the RHE and PSHE curriculum. The school values are also used to explore these themes during assemblies and class sessions, including circle time.</p> <p>If prejudice related or bullying incidents are reported or observed then these should be reported to the child's class teacher and the Headteacher. Such incidents will be recorded via CPOMS and followed up appropriately. This will include the parents of ALL children involved being informed. Prejudice related incidents will be reported to Surrey as part of an annual audit. Bullying or prejudice related incidents will be dealt with in accordance with our school Anti Bullying Policy.</p>	<p>Website: Single Equality Policy</p> <p>Website: Anti-Anti-Bullying policy</p>

	Through the curriculum the pupils are taught what bullying is and what to do to prevent it or if it occurs.	
1d School Organisation	As part of their induction, new staff will be provided with a copy of the Behaviour Policy and the Teaching and Learning Policy. Staff will be expected to familiarise themselves with these policies.	
1e Effective Communication	<p>When the behaviour of a particular child is a cause for concern at break time or lunchtime this should be reported to the class teacher. In addition, when a child has been hurt verbally or physically, a record should be made on CPOMS by the person who observed it or dealt with the matter. Where another child has been hurt physically or emotionally the class teacher will inform the parents concerned in person or if this is not possible, via phone or email.</p> <p>When another member of staff has taken the class and behaviour has been a cause for concern, if possible the cover member of staff should discuss this with the class teacher before s/he leaves school at the end of the day. If the teacher is out of school on that day then the covering member of staff should inform the Headteacher or a member of the SLT.</p> <p>If a child has been upset during the school day the teacher should inform the parent of the reason for the upset and pass this information to the Headteacher if appropriate.</p>	

## Principle 2. Children will be able to do their best.

Children will be given the opportunity reach their full potential in an environment that provides quality teaching which proactively prevents many behavioural problems.

	What does this mean for teachers	Links to policies
2a Curriculum Ahead of National Average	Staff will need to take account of the needs of all learners within their class and plan to meet these needs throughout the curriculum.	See medium term subject plans.
2b Learning and Teaching Policy	The Teaching and Learning Policy sets out the high expectations of children's attainment and achievement, with the expectation being that lessons will be enjoyable and motivating in order to allow every child to do their best.	See Learning and Teaching Policy.
2c Learning Objectives and Success Criteria	Learning objectives and success criteria are shared with children in lessons in order that children know what they are going to learn and are able to understand by the end of the lesson what they have achieved and what they need to do next time to improve their work.	See the Assessment for Learning Policy.
2d Tracking Progress	Children's progress within the core subjects is monitored through the school tracking system and termly pupil progress meetings. Assessment for Learning is used across the curriculum to inform flexible groupings, provision mapping and future curriculum planning.	See Assessment Policy.
2e Pupil Support	Provision mapping is used to meet the needs of all learners within a class. The class profiles identify vulnerable children and they are monitored as part of the pupil progress meetings.	See Special Educational Needs Policy and class profile documents.
2f Audit of Rewards/Sanctions	Behaviour learning walks will be included as part of the monitoring schedule to ensure that rewards / sanctions are consistently being applied throughout the school.	

<p>2g Transitions</p>	<p>In Year R, the new intake of children follow a planned period of induction which includes visits to the setting and a part-time timetable for the first part of the autumn term.</p> <p>To prepare Year R and Year 1 children for the next academic year, the children visit their new class and teacher several times towards the end of the summer term. Other transition activities e.g. story swaps are also included. As the children move from Year R into KS1 the classes are mixed to create two new classes.</p> <p>In the summer term of Year 2 the children have a visit from a member of staff from the receiving junior school. Infant and junior staff meet or communicate via telephone or email to discuss the needs of the children and the children go for a visit to their new school. A child may have more planned visits dependent on their needs.</p>	
<p>2h Lunchtime support/ development of play skills</p>	<p>At lunchtimes all supervisors will intervene to support play as needed. The colour coded zone system will be used to enhance and further develop children's play and staff will be allocated to a specific zone.</p> <p>Whilst any child may access a play zone, there will be a continued focus on those children identified with a specific need for support/development of playtime skills/interaction. These will be selected arising from discussions between the SENCO and class teachers and this will be reviewed regularly. A range of activities/games will be provided within the zones to develop pupils' social and physical skills. This provision will be planned and led by the SENCO and PE Leader.</p>	

### Principle 3. Children will be treated fairly

Children will learn about appropriate behaviour and this will take account of their age, developmental level, special educational needs, disability, ethnicity, and religion.

	What does this mean for teachers	Links to policies
3a Taking Account of Individual Pupil Needs	<p>When there is important information regarding home circumstances (for example looked after children or family issues) or other events occur (such as illness) that may cause the child distress, and these are reported to school, the person with whom the information has been shared should ensure that the class teacher and the Headteacher are informed via CPOMS. This information will be shared on a need to know basis.</p> <p>Those pupils with Special Education Needs and disabilities (SEND) as well as those with additional challenges that some pupils may face, will be taken into consideration when administering sanctions and rewards.</p> <p>The school acknowledges that learners with more challenging behaviour may need specific support and an individualised approach. These pupils will be brought to the attention of the school's SENCO and will have an Individual Support and Behaviour Plan in place. Other agencies may become involved to assess the needs of the pupil.</p> <p>The school recognises that where individual pupils are engaging in continuing disruptive behaviour this can be as a result of unmet learning needs. If such needs are identified the school aims to ensure the pupil receives appropriate support. Further information is available in the school's SEND and Inclusion Policy.</p> <p>A written record of relevant information will be kept using CPOMS. Appropriate information will be shared with receiving teachers when the child moves class during the handover meeting. Also during the handover meeting, the class teacher should ensure the receiving teacher is aware of any Special Educational Needs (SEN) issues, especially if the child does not have an Individual Support Plan (ISP) including social and emotional needs.</p>	Please see Confidentiality Policy

3b Rewards	<p>Using positive behavioural management techniques and approaches throughout the classroom will encourage high expectations of appropriate behaviour from the class group and should help towards providing a happy, relaxed, well motivated class. It is important to make it very clear to children what is expected of them, with their work and their behaviour. Verbal reinforcement (praise) can be seen as a reward and it is recommended that that this is used first and foremost. Stickers and other tangible rewards can be given for an incentive towards changing children’s behaviour in the short term for a specific goal. Overuse of stickers, or any reward, can decrease the child’s motivation. A reward or a reward system should be:</p> <ul style="list-style-type: none"> <li>• <b>Explained clearly</b> – this should be done at the outset so that the children understand what they need to do to be rewarded, and examples should be given of when children will be praised. Consistency in all classes will help children know what is expected of them.</li> <li>• <b>Meaningful</b> – the child needs to understand what he or she is being praised for. For example, “Jane can line up first today because she came in so quietly this morning, well done Jane”.</li> <li>• <b>Immediate</b> – particularly for young children and children with special needs it is important to give the reward or positive reinforcement immediately after the desired behaviour has been observed, so that the child associates the rewards with the behaviour.</li> <li>• <b>Motivating</b> – rewards may have to be changed from time to time to maintain their effect.</li> </ul> <p>Rewards used across the school include movement up the behaviour chart: accompanied by: YR stickers, Year 1 and Y2 table points. Group/class reward systems can be useful to promote a positive and supportive class culture. Alternatively, the teacher can encourage the whole class to support another individual, such as “we can help X sit nicely on the carpet by showing them how to sit nicely”. However, when the teacher is trying to change behaviour, care needs to be taken to ensure that statements made to the group/class are not negative, such as “If X does not finish their work then you will all have to stay in at playtime”. Also, all children in the class need to have regular opportunities to</p>	See Appendix 4

	<p>earn the reward. For example, the teacher will need to think of which aspects of the children's work or behaviour are going to be rewarded and vary these in order that all children have the opportunity to succeed.</p> <p>Children that are seen to be demonstrating behaviour related to our school values will be recognised and rewarded with a certificate in weekly celebration assemblies.</p>	
3c Sanctions	<p>Sanctions should be used proportionately to the behaviour as well as take into account the developmental age of the child. Sanctions should be used consistently between staff members throughout the school as well as consistently within the class. All staff will use the behaviour chart system and if a child exhibits any inappropriate behaviour they may be asked to move down the chart. Staff members need to be familiar with, and feel confident in the use of this system.</p>	

### Principle 4. Children will be supported by adults

Children will receive clear and consistent messages about the expectations of their behaviour through co-operation between home and school.

	What does this mean for teachers	Links to policies
4a Parents involved in school	Parental engagement is actively promoted through various means including:- parent interviews; regular contact with teachers including the reading record and informal meetings with the class teacher; meetings such as curriculum evenings; school assemblies and plays; PTA. involvement; parent governors; helping in class and on school trips.	
4b Rights and responsibilities of schools, pupils and parents	<p>The rights and responsibilities of the school, pupils and parents/carers set out reasonable expectations of what each will do to help ensure an orderly safe climate for learning.</p> <p>The Home School Agreement will be given to parents when the child starts school. Teachers will explain to the children their rights and responsibilities at a developmentally appropriate level as they progress through school. Additionally a copy of this will be included in the year group information booklet for parents.</p>	See Home School Agreement
4c Behaviour Management	All staff members have a communal responsibility for behaviour management across the school.	
4d Positive Touch	<p>Teachers and teaching assistants have the statutory power to use reasonable force in relation to a pupil to prevent him/her:</p> <ol style="list-style-type: none"> <li>1. Causing personal injury to, or damage to the property of, any person (including the pupil him/herself).</li> <li>2. Prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school whether during a teaching session or otherwise.</li> </ol> <p>NB This applies both on site and off school premises where the member of staff has lawful control or charge of the pupil.</p>	See Website: Touch Policy The use of Physical Intervention Policy

	<p>NB This does not authorise corporal punishment.</p> <p>Other members of staff who are not directly involved in supervising children are also authorised by the Headteacher to use reasonable force in the circumstances described above. They will be informed of this authorisation by the Headteacher.</p>	
4e Behaviour Management outside school	<p>The instances of pupil misbehaviour outside school hours would be rare for children of this age. The only circumstances where this might possibly be envisaged are when children are entering or leaving school and are immediately outside the school boundaries wearing school uniform. In these cases the school have a statutory power to regulate the behaviour of pupils although it is recognised that at these times the parents are primarily responsible for their child's behaviour and safety outside of school hours.</p> <p>On school trips, all staff and volunteers have the power to discipline as outlined in section 4c of the Behaviour Policy.</p>	
4f Induction and support for staff	<p>All staff are given an induction into school expectations and as part of this will need to read and agree to all relevant policies and codes of conduct. Where a staff need is identified, behaviour training will be put in place.</p>	
4g Confiscation of property and searching	<p>Children are asked not to bring in valuable items to school and as a result it is rarely necessary to use confiscation. However, confiscation of property can be used as a disciplinary sanction providing that it is reasonable to the circumstances of the particular case. Decisions about retention and disposal of confiscated property must also be reasonable in the circumstances of the particular case.</p>	

<b>5. Children will develop high self-esteem</b>		
Children will be encouraged to be aware of their own worth and unique characteristics.		
	What does this mean for teachers	Links to policies
5a Social and emotional development	<p>The ethos of the school is to respect others, their views and their culture, and to empathise with the feelings of other people. This ethos should be promoted throughout the school and at all times. In particular, the following activities are specific opportunities to help children develop socially and emotionally:</p> <p><b>Assemblies</b> – children learn that we are all special in our own way and we all have things we can offer society. Children are also encouraged to develop empathy by trying to understand the feelings of others. Assemblies will focus on the core school values of respect, kindness, friendship, team work, perseverance and responsibility.</p> <p><b>Circle time</b> – this is an opportunity to value one another by listening to and respecting other people’s feelings about various issues. Being listened to will also increase the child’s self esteem. Teachers can support the children by raising issues that may be a concern for children, and promoting discussion that helps build empathy.</p> <p><b>Show and tell</b> – as well as being an important part of the curriculum in Speaking and Listening it also develops self-esteem as children feel valued when their views are listened to.</p>	
5b Involving children in the school	<p>Children feel valued when they have an input in improving the school.</p> <p><b>School Council</b> - Two children from each class are chosen to represent the views in their class and feedback discussion at the School Council meetings. The children’s views are listened to and taken into account and the children can often see the results of their discussion come to fruition. The whole class has the opportunity to feed ideas into the School Council meetings through the class council. The role of the School Council is also to discuss environment issues and how the school can be more eco-friendly.</p> <p><b>Pupil conferencing</b> – On a regular basis, as part of their subject leader responsibility, teachers invite children’s comments on aspects of their learning which feeds back into the planning process. Additionally governors conduct an annual pupil survey in the spring</p>	

	term.	
5c Displaying work	<p>Children's work is displayed with their name on it which promotes self-esteem.</p> <p><b>Class/whole school displays</b> - Throughout the year teachers should take into account whose work is being displayed so that each child can contribute,</p> <p><b>The art exhibition</b> – this is an opportunity to build up children's confidence and self-esteem. The children are proud to see their own work displayed.</p>	
5d Public performances	<p>Children can build up their confidence in performing in front of other people in a supportive environment.</p> <p><b>Sports day</b> – this provides opportunity for all children to take part in sports activities appropriate to their level.</p> <p><b>School productions</b> – every child takes part in school productions and it is noticeable that this has an important impact on children's self-esteem.</p>	

## 6. Children will respond well to others.

Children will be encouraged to develop empathy and to respect each other's differences.

	What does this mean for teachers	Links to policies
6a Assemblies	<p>Daily assemblies help children understand the ethos of the school. Our core school values, responsibility, respect, kindness, friendship, team work and perseverance, are focused on across the year.</p> <p>In essence, this involves children learning about: - respect for all; development of empathy by considering how others think and feel; school expectations in terms of good behaviour and working hard; and being part of and contributing to the school community. During assemblies the children are asked to reflect on the school values, to consider and respect differences between individuals and it is emphasised that everyone's contribution is important.</p>	Single Equality scheme- protected characteristics
6b Circle time	Circle time is part of the PSHE and RHE curriculum. It provides an opportunity for children to explore their feelings and to develop more understanding of those around them, in order to build empathy and respect for others e.g. cultures faiths etc. Children also learn the importance of listening to others and experience what it is like to be listened to by their peers and their teacher.	
6c Respect for different faiths and cultures	As part of Surrey's agreed syllabus in Religious Education the children are taught to respect the beliefs of others and gain some understanding of different faiths, with the aim that they will grow up to be tolerant and inclusive members of society.	
6d Respect for others	As part of the PSHE and RHE curriculum and assemblies, children will be taught to treat others respectfully regardless of difference e.g. race, religion or belief, faith, gender, age, sexual orientation, or disability.	
6e Stories	Stories are used across the curriculum to explore feelings and give children an opportunity to reflect and develop an ability to empathise.	

## Appendix 1

# Think then Click

These rules help us to stay safe on the internet



I will take care of the school computers.

I will ask before going on the internet.



I will only use the internet when an adult is with me.

I can click on the buttons or links when I know what they can do.

I will always ask if I get lost on the internet.



I will tell an adult if I see something on the internet that upsets me.

I will not tell other people personal things about me including my password.



I will always be polite and friendly when I write messages on the internet.

## **APPENDIX 2**

### **Playground Rules - Further Information**

These should be discussed by Class Teacher at the beginning of the academic year.

Adults should position themselves in designated zones in the playground to ensure sight of different areas in the playground and to support play and behaviour. At lunchtime, staff will be timetabled to position themselves in the relevant coloured zone from the beginning of lunchtime play.

Pupils will be selected to be play leaders in the zones at lunchtimes. This timetable will be reviewed on a regular basis with the class teachers, SENCO and PE Leader.

At morning play and at the end of lunchtime the children should stand still when the bell is sounded and wait to be sent to line up class by class.

The adventure playground and trim trail is used on the coloured zone rota at lunchtime supervised by a TA. Children should not use the adventure playground or trim trail unless supervised by a member of staff.

Football should not be played on the playground.

Children should not play in the woodland area so that they remain visible to supervising adults at all times.

Children should not go back into school, unless they are using the toilets or going in for lunch. At playtime and lunchtime, Holly and Cherry class toilets should be used.

If a child needs to come into school for a drink, coat etc., they should ask permission first.

Children should respect the environment.

### **APPENDIX 3**

#### **Procedures for supporting behaviour in school**

1. All staff will have high consistently high expectations of children's behaviour, adhere to the school behaviour systems and promote the school values.
2. Staff will use positive reinforcement of behaviour e.g. specific praise of expected behaviour, modelling of expected behaviour, modelling of politeness when speaking to others.
3. If the child moves their name to the sun they will receive a sticker in YR and a table point in Y1/2.
4. If the child moves their name to the rainbow for further exceptional achievement or behaviour they will go to the Headteacher or a member of the SLT to receive a golden sticker.
5. If a child exhibits inappropriate behaviour a member of staff will intervene and talk to the child. The child will be given an instruction with regard to the behaviour.
6. If the child continues to exhibit inappropriate behaviour they will be asked to move their name down the chart.
7. If the unacceptable behaviour continues the child will be asked to move their name down again and an appropriate sanction will be applied e.g. the child is removed from the activity or misses a part of their golden time. In class they may be asked to sit away from other children to focus on their learning.
8. If the unacceptable behaviour continues or where there is persistent or extreme unacceptable behaviour a member of the SLT will become involved. The child may work for a period of time in a parallel classroom. If the behaviour continues to be a cause for concern, advice from the SENCO will be sought. The member of staff involved in the initial incident will record the unacceptable behaviour on CPOMS or in an individual behaviour log where appropriate.
9. In the case of the behaviour becoming more serious or continuing to be repeated parents will be informed and the child may spend time with the Headteacher.
10. If unacceptable behaviour persists then the Headteacher, class teacher and SENCO will review the child's behaviour and the parent(s) will be asked for their permission to request appropriate advice to support the child's needs.
11. Where deemed necessary by the Headteacher and the SENCO, a temporary reduced timetable may be introduced for an individual child in agreement with the parents and the Local Authority. This would be used to mitigate the risk of suspension or exclusion.

## **APPENDIX 4**

### **Positive behaviour management is encouraged through:**

- School rules developed regularly with the children
- Recognising and commenting on good behaviour e.g. use of specific praise to reinforce what has been seen.
- Rewarding good behaviour- behaviour chart/system.
- The use of circle time.
- The school's RHE and PSHE curriculum.
- Teaching Religious Education.
- Policies.
- Excellent, consistent role modelling which involves the whole school community.
- A positive welcome and goodbye for all children entering and exiting school.
- High expectations of appropriate playground behaviour.
- High expectations of general behaviour within school.
- Consistent high expectations for children regardless of who they are working with.

## **APPENDIX 5**

### **Exclusion Policy**

Prior Heath Infant School is committed to providing the highest standards of education that offers equality of opportunity and is socially inclusive to all its pupils.

In recognising that there are certain instances where it may be necessary to exclude a pupil for either a fixed or permanent period of time, the school will follow the Department for Education Exclusion Guidance:

#### **‘Exclusion from maintained schools, academies and pupil referral units in England.’**

This guidance identifies:

- The Headteacher’s power to exclude
- The Headteacher’s duty to inform parties about an exclusion
- The governing body’s and local authority’s duties to arrange education for excluded pupils
- The governing body’s duty to consider an exclusion
- The Headteacher’s duty to remove a permanently excluded pupil from the school register
- The local authority’s duty to arrange an independent review panel
- The duties of independent review panel members, the clerk and the SEN expert in the conduct of an independent review panel
- The governing body’s duty to reconsider an exclusion decision following a review
- Statutory guidance to Headteachers, governing bodies, independent review panel members and clerks on police involvement and parallel criminal proceedings

A decision to exclude a pupil will only be taken by the Headteacher in response to serious breaches of a 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.

In most cases a range of alternative strategies to promote social inclusion e.g. a Pastoral Support Plan involving outside agencies, will have been tried and failed, before a pupil is excluded.

The Governing body will annually appoint a panel of three governors which can act as an ‘Exclusion Discipline Committee’, one of whom will be appointed Chair.

The clerk to the Governing body will act as clerk to the ‘Exclusion Discipline Committee’ and will be responsible for the co-ordination of paperwork should a pupil be excluded.

The member of staff responsible for Special Educational Needs Co-ordination – SENCO, will be the Pastoral Support Plan Co-ordinator.

Policies that impact exclusion will be reviewed and updated annually, by the relevant committees of the governing body, and will reflect any changes to exclusion legislation i.e. behaviour, equality and disability.

Exclusion guidance information will be provided to parents on request from the School Office.

## **APPENDIX 8**

### **Touch Policy**

There are many occasions when staff will have cause to have physical contact with children or young persons for a variety of reasons and the policy can be found on the school website link:

<https://priorheathinfant.co.uk/parents/policies/>

### **The Use of Physical Restraint Policy**

Surrey schools and educational establishments are encouraged to use this framework, and to adapt it to their own situation. The Policy is best placed within the context of the school's Touch Policy and referred to within the Behaviour Policy. It will be part of a graduated response, and needs to be agreed in consultation with staff, governors, parents/carers, and the child or young person. It also connects to, and should be consistent with, policies on Health and Safety, Child Protection and Safeguarding, Equal Opportunities, and Pastoral Care. This policy can be found on the school website link:

<https://priorheathinfant.co.uk/parents/policies/>