



SHOBNALL PRIMARY & NURSERY SCHOOL

PROCEDURES FOR BEHAVIOUR



APRIL 2025

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STATEMENT OF INTENT

Shobnall Primary & Nursery School believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life.

We are committed to:

- Promoting desired behaviour.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging and disciplining bad behaviour.
- Providing a safe environment, free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents/carers.
- Developing relationships with our pupils to enable early intervention.
- A shared approach which involves pupils in the implementation of the school's document and associated procedures.
- Promoting a culture of praise and encouragement in which all pupils can achieve.

We believe that the use of praise and encouragement is a more effective means of communicating good behaviour expectations than that of negative comments. By fostering positive relationships between children and all staff the children will feel valued both as individuals and as part of the school community, thus promoting self-esteem, self-confidence and self-respect for others on a personal level and co-operation, consideration, courtesy and respect for others on a social level. Through this we hope the children will develop a sense of pride in themselves and in their school together with a sense of belonging.

Reasonable and proportionate sanctions will be used where a pupil's behaviour falls below the standard that is expected, alongside support to prevent recurring misbehaviour.

The school acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

1. LEGAL FRAMEWORK

This procedure has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE 'Restrictive interventions, including use of reasonable force, in schools'
- DfE 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE 'Mental health and behaviour in schools'
- DfE 'Behaviour in schools: Advice for headteachers and school staff'
- DfE 'Keeping children safe in education'
- DfE 'Searching, Screening and Confiscation: Advice for schools'
- DfE 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'
- DfE 'Mobile phones in schools'
- DfE 'Creating a school behaviour culture: audit and action planning tools'

This document also operates in conjunction with the following school procedures and JTMA policies:

- JTMA Anti-Bullying Policy
- JTMA Safeguarding Policy
- JTMA Behaviour Policy
- JTMA Drugs Policy
- JTMA Equality, Diversity & Inclusion Policy
- JTMA SEND Policy
- JTMA Staff Code of Conduct
- Procedures for Anti-Bullying
- Procedures for Safeguarding
- Procedures for SEND
- Procedures for Inclusion
- Procedures for Online Safety
- Home School Agreement

2. ROLES AND RESPONSIBILITIES

The **Local Governing Body** has overall responsibility for:

- The implementation of this document and the procedures of Shobnall Primary & Nursery School.

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- Ensuring that this document, as written, does not discriminate on any grounds, including, but not limited to, ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- Promoting a whole-school culture where pupils can learn in a calm, safe and supportive environment, where dignity and structure encompass every space and activity.
- Handling complaints regarding this document, as outlined in the JTMAT Complaints Policy.

The **headteacher** will be responsible for:

- The day-to-day implementation and management of this document and the procedures of the school.
- Establishing high expectations of pupils' conduct and behaviour and implementing measures to achieve this.

The **SENCO** will be responsible for:

- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH procedures to support pupils with SEND, in line with the school's procedures for SEND.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

Staff, including teachers, support staff and volunteers, will be responsible for:

- Following the document and for ensuring pupils do so too. They will also be responsible for ensuring the document is implemented fairly and consistently.
- Create a supportive and high-quality learning environment, teaching positive behaviour for learning and implementing this document.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.

Parents/carers will be expected to take responsibility for:

- The behaviour of their child(ren) inside and outside of school.
- Taking responsibility for promoting positive behaviour for learning and modelling acceptable behaviour in the home.

Pupils are responsible for:

- Their own behaviour both inside school and out in the wider community.

3. DEFINITIONS

For the purpose of this document, the school defines "serious unacceptable behaviour" as: any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour, including, but not limited to:

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- Discrimination – not giving equal respect to an individual on the basis of disability, gender, race, religion, age, sexuality and/or marital status
- Harassment – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- Vexatious behaviour – deliberately acting in a manner so as to cause annoyance or irritation
- Bullying – a type of harassment which involves criticism, personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual
- Cyberbullying – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature.
- Possession of banned items
- Truancy
- Refusing to comply with disciplinary sanctions
- Theft
- Swearing, racist remarks or threatening language
- Fighting or aggression
- Spitting and biting

For the purpose of this document, the school defines “low level unacceptable behaviour” as: behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to:

- Lateness
- Shouting in class
- Talking when others are speaking
- Swinging on chairs
- Running around the classroom or school
- Inappropriate body language with others, such as not keeping hands to oneself
- Throwing items either in the classroom or on the playground
- Failure to complete classwork and not concentrating on tasks
- Rudeness and not using manners
- Telling lies
- Refusing to complete homework, incomplete homework, or arriving at school without homework
- Not following classroom rules

“Unacceptable behaviour” may be escalated as “serious unacceptable behaviour” depending on the behaviour breach.

4. TRAINING OF STAFF

At the school we recognise that early intervention can prevent bad behaviour. As such, teachers will receive training in identifying problems before they escalate; this can be behavioural problems in the classroom or during playtime/lunchtime.

Teachers and support staff will receive training on this document as part of their new starter induction. This document will be provided to all staff as part of the induction process.

Teachers and support staff will receive regular and ongoing training as part of their development.

5. SEND AND TRAUMA-INFORMED BEHAVIOUR SUPPORT

The school recognises that behaviour can sometimes be a form of communication, particularly for pupils with Special Educational Needs and Disabilities (SEND) or those who have experienced trauma or adverse childhood experiences.

Staff will take into account individual needs when responding to behaviour. Where appropriate, behaviour will be supported through:

- Individual Behaviour Management Plans
- Adapted classroom strategies
- Pastoral support and mentoring
- Collaboration with the SENCO
- Engagement with external agencies where required

Staff are encouraged to consider underlying factors that may influence behaviour, including emotional wellbeing, additional learning needs, or changes in personal circumstances.

Reasonable adjustments will be made where appropriate in line with the Equality Act 2010 to ensure pupils with SEND are supported to succeed within the school's behaviour expectations. The school recognises that the Equality Act 2010 requires reasonable adjustments to be considered before behaviour sanctions are applied where a disability has contributed to the behaviour.

A more structured approach may be necessary in order to manage and improve behaviour through the use of an Individual Behaviour Management Programme (**Appendix A**). The class teacher may find assistance in setting targets, rewards and sanctions from the SENCO. Support material can also be obtained from the SENCO. The strategies outlined on the IBMP will be communicated to other members of staff to ensure consistency in approach.

6. RESTORATIVE APPROACHES TO BEHAVIOUR

Shobnall Primary & Nursery School adopts a restorative approach to behaviour management. Restorative practice focuses on building, maintaining and repairing positive relationships within the school community.

Where negative behaviour is present, staff members will implement **de-escalation strategies** to diffuse the situation. This will include:

- Appearing calm and using a modulated, low tone of voice.
- Using simple, direct language.
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space and not blocking a pupil's escape route.
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the pupil and creating an outcome goal.
- Identifying any points of agreement to build a rapport.

- Offering the pupil a face-saving route out of confrontation, e.g. that if they stop the behaviour, then the consequences will be lessened.
- Rephrasing requests made up of negative words with positive phrases, e.g. “if you don’t return to your seat, I won’t help you with your work” becomes “if you return to your seat, I can help you with your work”.

When behaviour incidents occur, staff aim to support pupils in understanding the impact of their actions, taking responsibility and repairing any harm caused. Restorative approaches may include:

- Restorative conversations between pupils and staff
- Opportunities for pupils to reflect on their behaviour
- Discussion about who has been affected and how
- Agreement on actions to repair harm and rebuild relationships
- Support to help pupils make better choices in the future

Restorative conversations typically explore the following questions:

- What happened?
- What were you thinking or feeling at the time?
- Who has been affected by what happened?
- What can be done to make things right?
- How can we prevent this happening again?

Restorative approaches do not replace appropriate sanctions where required, but they complement them by helping pupils understand the consequences of their behaviour and develop empathy and responsibility.

7. SAFEGUARDING AND BEHAVIOUR

Maintaining high standards of behaviour is closely linked to safeguarding. All staff have a responsibility to ensure that behaviour incidents are managed in a way that protects the safety and wellbeing of pupils.

Serious behaviour incidents, including bullying, discrimination, harassment, online abuse or incidents involving technology, will be managed in line with the school’s Procedures for Safeguarding and Keeping Children Safe in Education (KCSIE).

Where behaviour raises safeguarding concerns, staff must record the incident using the school’s safeguarding system and inform the Designated Safeguarding Lead (DSL) or a deputy DSL as soon as possible.

Staff will remain vigilant to the possibility that behaviour may indicate wider safeguarding concerns, including neglect, abuse, exploitation or emotional distress. The school will promote and enforce a zero-tolerance approach to all forms of sexual abuse and harassment, including sexual harassment, gender-based bullying and sexual violence. The school’s procedures for handling child-on-child sexual abuse and harassment are detailed in the JT MAT Safeguarding Policy.

Appropriate support and intervention will be provided where safeguarding concerns are identified.

8. MOBILE PHONES AND SMART DEVICES

Shobnall Primary & Nursery School operates as a mobile phone-free school. Pupils must not use mobile phones, smart watches or any personal electronic device capable of making calls, sending messages, accessing the internet, taking photographs or recording audio or video during the school day unless specifically authorised by a member of staff.

The unauthorised use of personal devices to record, photograph or share images or videos of pupils, staff or visitors is strictly prohibited and will be treated as a serious behaviour and safeguarding matter.

Where a pupil needs to bring a mobile phone to school for safety reasons when travelling to and from school:

- The phone must be switched off.
- The phone must be handed in to the class teacher who will ensure the phone is stored securely in the school office for the entire school day.
- The phone must not be used anywhere on the school site.

If a mobile phone is seen or used during the school day:

- The device will be confiscated by a member of staff.
- The phone will be stored securely.
- The phone will normally be returned to the pupil at the end of the school day.

Repeated misuse may result in parental contact or additional behaviour sanctions in line with our procedures.

The school cannot accept responsibility for the loss, damage or theft of personal devices brought onto the school premises.

The school recognises its duties under the Equality Act 2010 and Children and Families Act 2014. Reasonable adjustments may include allowing access to a device where required to support a disability or medical condition, for example continuous glucose monitoring. Where a pupil requires access to a device for medical or accessibility reasons, arrangements will be agreed in advance with the headteacher or SENCO.

Where there are reasonable grounds to suspect that a pupil is in possession of a mobile phone or smart device in breach of this procedure, authorised staff may search the pupil or their possessions in accordance with the statutory Searching, Screening and Confiscation guidance.

9. EFFECTIVE BEHAVIOUR MANAGEMENT

Well-managed classrooms are paramount to preventing disruptive and unacceptable behaviour. Effective classroom management will allow staff to:

- Start the year with clear sets of rules and routines that are understood by all pupils.
- Establish agreed rewards and positive reinforcements.
- Establish sanctions for misbehaviour.
- Establish clear responses for handling behavioural problems.
- Encourage respect and development of positive relationships.
- Make effective use of the physical space available.
- Have well-planned lessons with a range of activities to keep pupils stimulated.

Subject to reasonable adjustments, e.g. those made for pupils whose SEND may affect their behaviour, pupils will be expected to:

- Conduct themselves around the school premises in a safe, sensible and respectful manner.
- Arrive to lessons on time and fully prepared.
- Follow reasonable instructions given by staff.
- Behave in a reasonable and polite manner towards all staff and pupils.
- Show respect for the opinions and beliefs of others.
- Complete classwork as requested.
- Hand in homework at the time requested.
- Report unacceptable behaviour.
- Show respect for the school environment.

CLASSROOM RULES AND ROUTINES

The school will have an established set of clear, comprehensive and enforceable classroom rules which define what is acceptable behaviour and what the consequences are if rules are not adhered to. Attention is given to how rules are worded, such as the use of positive language rather than negative, e.g. “act respectfully towards your peers and teachers”, rather than “do not act disrespectfully towards your peers and teachers”.

The school will also have an established set of classroom routines to help pupils work well, in the understanding that behavioural problems can arise due to the lack of a consistent routine. This includes teachers ensuring that before lessons begin, they have the full attention of all pupils, then explaining the task clearly so all pupils understand what they are supposed to be doing.

The headteacher will ensure all teachers understand classroom rules and routines and how to enforce them, including any sanctions for not following the rules.

Teachers will support pupils to understand and follow classroom rules and routines. Teachers will inform pupils of classroom rules and routines at the beginning of the academic year and revisit these daily. Where appropriate, teachers will explain the rationale behind the rules and routines to help pupils understand why they are needed and will model rules and routines to ensure pupils understand them. Teachers will also explain clearly to pupils what will happen if they breach any classroom rules to ensure pupils are aware of the sanctions that may be imposed.

To support pupils’ continued awareness and understanding of classroom rules and routines, teachers will reinforce them in a range of ways, e.g. placing posters of the rules on classroom walls and providing regular verbal reminders of the routines. Teachers will also ensure that classroom rules and routines remain consistent and are practised throughout the year to create a more productive and enjoyable environment.

At the beginning of the school year, once the classroom rules have been devised, pupils and parents will be provided with a home school agreement which they are required to read and sign. All rules outlined in the classroom rules agreement are applicable to pupils' behaviour elsewhere on the school premises and outside of the school – teachers will ensure that pupils understand this. For younger pupils, parents will read the home school agreement with their child and sign it on their behalf.

Pupils will be confident in asking for help if they're struggling to meet expectations of behaviour in the classroom. Individually targeted pastoral support will be provided to these pupils when necessary.

THE CLASSROOM ENVIRONMENT

The school understands that a well-structured classroom environment is paramount to preventing poor behaviour. This includes the teacher positioning themselves effectively within the classroom, e.g. wherever possible, teachers avoid standing with their backs to pupils and ensure they have full view of the room at all times.

Shobnall Primary & Nursery School is committed to creating calm, orderly learning environments where pupils can focus, feel safe and succeed. Classroom displays should be purposeful, uncluttered and support learning rather than distract from it. Working walls, vocabulary prompts and curriculum displays should be used intentionally to reinforce learning and reduce cognitive load, while celebration displays should recognise pupils' achievements in a way that contributes to a positive and welcoming classroom culture. Staff are expected to maintain classrooms that promote high expectations, consistency and positive behaviour for learning.

Teachers will employ strategic seating arrangements to prevent poor behaviour and enable it to be noticed early, such as:

- Seating those who frequently model poor behaviour closest to, and facing, the teacher.
- Seating those who frequently model poor behaviour away from each other.
- Ensuring the teacher can see pupils' faces, that pupils can see one another, and that they can see the board.
- Ensuring the teacher can move around the room so that behaviour can be monitored effectively.

OPAL – OUTDOOR PLAY AND LEARNING

Shobnall Primary & Nursery School believes that all children need opportunities to play that allow them to explore, manipulate, experience and affect their environment. We believe play provision should be welcoming and accessible to every child, irrespective of gender, sexual orientation, economic or social circumstances, ethnic or cultural background or origin, or individual abilities.

The OPAL Primary Programme rationale is that “... *better, more active and creative playtimes can mean happier and healthier children, and having happier, healthier, more*

active children usually results in a more positive attitude to learning in school, with more effective classroom lessons, less staff time spent resolving unnecessary behavioural problems, fewer playtime accidents, happier staff and a healthier attitude to life."

Our rationale focuses on providing a broad, balanced curriculum that nurtures the whole child, fostering creativity, well-being, and academic excellence. This links closely with the OPAL rationale, which emphasises outdoor play and learning to support physical, social, and emotional growth. Both approaches aim to develop well-rounded, confident individuals with a strong sense of respect, resilience, and a "can-do" attitude, encouraging creativity, life skills, and the pursuit of excellence. Together, they create a holistic learning experience that prepares pupils for success in the 21st century.

OPAL is built on the understanding that children need diverse play experiences to develop essential life skills. Our approach ensures that children have opportunities for self-directed, creative, and exploratory play, which builds resilience, independence, and teamwork.

The Play Team should refer to the OPAL Handbook for further guidance on expectations for behaviour, routines and conduct at lunchtime.

10. PRAISE AND REWARDS

The school will recognise that praise is key to making pupils feel valued and ensuring that their work and efforts are celebrated. When giving praise, teachers will ensure:

- They define the behaviour that is being rewarded.
- The praise is given immediately following the desired behaviour.
- The way in which the praise is given is varied.
- Praise is related to effort, rather than only to work produced.
- Perseverance and independence are encouraged.
- Praise is only given when a pupil's efforts, work or behaviour need to be recognised, rather than continuously without reason.
- The praise given is always sincere and is not followed with immediate criticism.

Whilst it is important to receive praise from teachers, the school understands that peer praise is also effective for creating a positive, fun and supportive environment. Teachers will encourage pupils to praise one another, and praise another pupil to the teacher, if they see them modelling good behaviour.

As with praise, the school understands that providing rewards after certain behaviour means that pupils are more likely to model the same behaviour again. For rewards to be effective, the school recognises that they need to be:

- **Immediate** – immediately rewarded following good behaviour.
- **Consistent** – consistently rewarded to maintain the behaviour.
- **Achievable** – keeping rewards achievable to maintain attention and motivation.
- **Fair** – making sure all pupils are fairly rewarded.

Rewards for good behaviour will include, but are not limited to:

- Verbal praise
- Communicating praise to parents

- Certificates
- Postcards home
- Headteacher Awards
- Verbal praise
- Stickers
- Class Dojo Points
- Team Points
- Positions of responsibility, e.g. being entrusted with a particular project

CLASS DOJO

The school utilises Class Dojo as a reward system for good behaviour - an online platform.

<https://static.classdojo.com/img/2022/ClassDojoSchool/ClassDojoSchoolsResourcePack.pdf>

The system is completely free for schools and is completely editable to suit our setting. Here is how it is used:

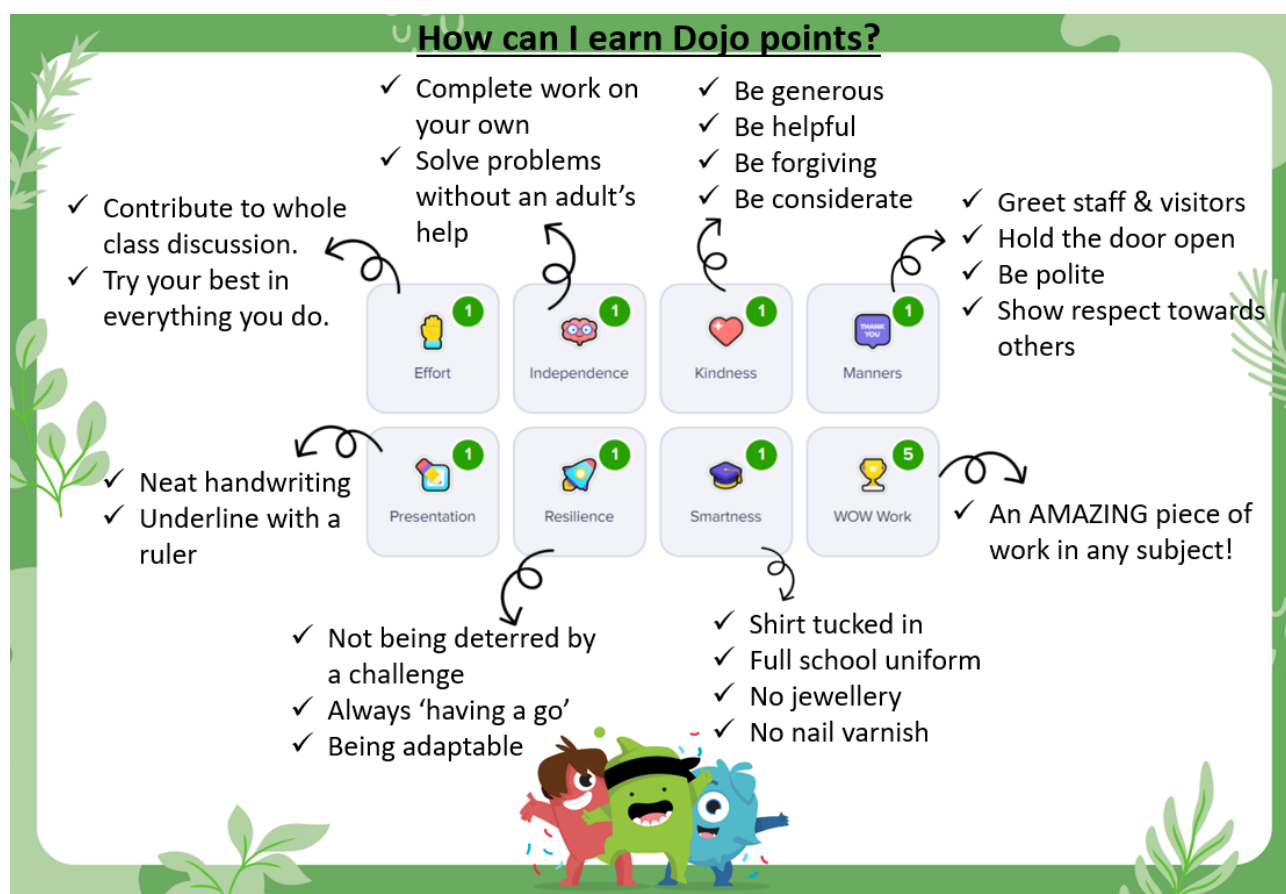
Points System:

- Each child has a dojo (a character).
- As a school we set how pupils can achieve points for (politeness, resilience, working hard, kindness, smartness etc.).
- The school decides the value of each of these. For example, politeness can earn a child 2 points and resilience can earn them 4 points.
- Class teachers (using the app or webpage) can award points, and other teachers can add points to children not in their class (for example if a child is passed in the corridor, and they hold the door open, they might be awarded a kindness point).
- Class Dojo keeps a running total for each child, class and the whole school and generates certificates/milestones for the leading pupils.



- Children can then exchange their points for a prize, determined by the school.

Each classroom has a poster displayed prominently to remind the children of how they can earn Dojo points:



11. PREVENTION STRATEGIES, INTERVENTION AND SANCTIONS FOR INAPPROPRIATE BEHAVIOUR

This section outlines the school's strategies for preventing unacceptable behaviour and initial interventions, minimising the severity of incidents, and using sanctions and support effectively and appropriately to improve pupils' behaviour in the future.

These may include:

- Body language – eye contact/the 'look'
- Discussing behaviour with individuals, groups or whole class
- Using child/children's name
- Giving the child a warning
- Time out – i.e. giving a child time to reflect on their behaviour
- Moving the child away from other children or from the situation
- Completing an inappropriate language/behaviour reflection sheet
- Mentioning the behaviour to parents
- Behaviour meeting with parents

In limited circumstances, a pupil may be removed from the classroom where this is necessary to maintain the safety, welfare or education of other pupils or to restore calm following a serious incident. Removal is a short-term measure and is not used as an

alternative to suspension. The school will ensure pupils continue to receive meaningful education during any period of removal and that the length of removal is proportionate. Parents will be informed where removal is used repeatedly or for prolonged periods.

Behaviour incidents, suspensions, removals and any associated interventions will be recorded using the school's agreed recording systems to enable leaders to monitor patterns, identify protected characteristics, evaluate the effectiveness of interventions and fulfil statutory reporting duties.

SUSPENSION AND EXCLUSION

The school will only suspend or exclude a pupil where it is absolutely necessary, and where all other possible disciplinary sanctions, as detailed in the JTMAT Behaviour Policy and within this document, have failed to be successful.

The principles which underline a decision to exclude a pupil from Shobnall Primary & Nursery School are as follows:

- A need to avoid risk and danger to pupils and/or staff. The bringing into school of anything deemed to be an offensive weapon will result in the police being informed.
- Incidents which breach the law.
- Persistent and severe bullying.
- A single serious, major incident. In the case of a serious assault on another person occasioning injury, the Headteacher will first establish whether there are elements of self-defence or retaliation against an assault before determining the appropriate disciplinary action.

A suspension or permanent exclusion may also be considered for behaviour outside school where there is a clear link between that behaviour and maintaining good order and discipline within school or where the behaviour could adversely affect the reputation of the school.

Exclusion is a last resort and should only be used in the case of:

- A serious breach or persistent breaches of the JTMAT Behaviour Policy.
- Where allowing the pupil to remain in the school would seriously harm the education or welfare of the pupil or others in the school.

The JTMAT Behaviour Policy and JTMAT Anti-Bullying Policy identify support mechanisms available to staff in their work with pupils whose behaviour is a cause for concern. If these fail to achieve successful results the decision to exclude may be taken, which must be lawful, reasonable and fair.

Whilst a single, major incident may justify suspension or exclusion, continued failure to respond to other sanctions may also arise. In such cases incidents causing concern and actions taken must be fully and accurately recorded by the headteacher and staff concerned.

In exceptional circumstances, the school may temporarily prevent a pupil from attending the school site for safeguarding reasons. This may be necessary where allegations or concerns relating to the safety or welfare of pupils require one or more pupils to be separated while risks are assessed and managed. Any decision to temporarily prevent a

pupil from attending the school site for safeguarding reasons will not be treated as a suspension or permanent exclusion and will not be recorded as such.

Every effort will be made to discuss behaviour problems with parents and to seek co-operation in resolving problems before suspension or exclusion is considered for any child. Before considering suspension or permanent exclusion, the school will consider what additional support or intervention may be appropriate, particularly where behaviour may be linked to unmet SEND, SEMH needs, safeguarding concerns or other vulnerabilities. This may include pastoral support, reasonable adjustments, multi-agency working, early help or external agency involvement where appropriate.

Particular consideration will be given before suspending or permanently excluding pupils with SEND, pupils with an EHCP, looked after children, previously looked after children and pupils with a social worker to ensure statutory duties under the Equality Act 2010 and Children and Families Act 2014 have been met.

The school will consider the use of off-site direction where interventions and targeted support have not been successful in improving a pupil's behaviour. Off-site direction will be used to arrange a time-limited placement at alternative provision or another mainstream school, with the aim of supporting behavioural improvement and successful reintegration. Where a pupil attends another school under an off-site direction arrangement, the school will ensure that attendance is recorded in accordance with statutory requirements, including the use of the appropriate attendance code.

Where it is thought to be in a pupil's best interest to transfer them to another mainstream school permanently, the headteacher and local governing board will discuss this with the parents of the pupil, and the LA if the pupil has an EHC plan. Managed moves will only go ahead with the voluntary agreement of all parties involved, including the parents and the admission authority of the new school. A managed move is a permanent transfer to another mainstream school as part of a planned intervention and will only be used where it is considered to be in the pupil's best interests.

Only the headteacher (or the acting headteacher) has the power to suspend or exclude a pupil from school. The headteacher will only suspend or permanently exclude a pupil where it is lawful, reasonable, fair and proportionate to do so, having considered all the circumstances of the individual case. In establishing the facts, the headteacher will apply the civil standard of proof, deciding whether it is more likely than not that an incident occurred. Wherever appropriate, pupils will be given the opportunity to share their views before any suspension or permanent exclusion decision is made, taking account of their age and understanding.

Pupils can be suspended on a fixed-period basis, i.e. for up to 45 school days within a year or permanently excluded. In all cases, the headteacher will decide whether a pupil will be subject to a suspension or an exclusion, depending on what the circumstances warrant.

The law does not permit a suspension to be converted into a permanent exclusion. Where further evidence comes to light following investigation, or where the headteacher determines that a permanent exclusion is warranted, a separate permanent exclusion may be issued to commence immediately after the suspension has ended, in accordance with statutory guidance.

The school will never use informal or unlawful exclusions. Any decision requiring a pupil to leave school for disciplinary reasons will always be recorded as a formal suspension or permanent exclusion in accordance with statutory guidance.

In accordance with statutory guidance, the headteacher may cancel a suspension or permanent exclusion before the local governing board has met to consider reinstatement. Where this occurs, the school will notify all parties concerned without delay, explaining the reasons for the cancellation.

Following any suspension, the school will implement an appropriate reintegration strategy designed to support the pupil's successful return to full-time education. This may include a reintegration meeting, review of behaviour support plans, pastoral intervention, reasonable adjustments, mentoring, multi-agency support or other targeted strategies appropriate to the pupil's needs.

The school will keep records of misbehaviour. The headteacher will record serious incidents.

The headteacher will keep a record of any pupil who is suspended or who is permanently excluded.

It is the responsibility of the Local Governing Body to monitor the rate of suspensions and exclusions and to ensure that the school's procedures are administered fairly and consistently.

12. MONITORING AND REVIEW

This document will be reviewed annually. However, the document may be reviewed earlier than this if the government introduces new regulations, or if the Local Governing Body receives recommendations on how the document might be improved.

APPENDIX A

INDIVIDUAL BEHAVIOUR MANAGEMENT PLAN (IBMP)

Name:	D.O.B.
Class teacher:	Class:
Relevant medical information:	Strengths and qualities:
SEN stage:	SENCO:
Parents informed (dates):	Other agencies:

Nature of behaviour difficulty:
Summary of supporting evidence:
Long term aim:
Behaviour targets (1-3) 1. 2. 3.
Rewards:
Sanctions:
Monitoring arrangements (who, what, when)

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Suspension / Exclusion Risk Assessment

Shobnall Primary & Nursery School

Assessment conducted by: Mr D Adams	Job Title: Headteacher	Covered by this assessment: Pupils at Risk of Suspension / Exclusion
Date of assessment:	Review interval: Annually	Date of next review:

Related documents
Behaviour Procedures, Health and Safety Procedures, Safeguarding Procedures, LA /Trust Guidance

Risk rating		Likelihood of occurrence		
		Probable	Possible	Remote
Likely impact	Major Causes major physical injury, harm or ill-health.	High (H)	H	Medium (M)
	Severe Causes physical injury or illness requiring first aid.	H	M	Low (L)
	Minor Causes physical or emotional damage.	M	L	L

**SHOBNALL PRIMARY & NURSERY SCHOOL
PROCEDURES FOR BEHAVIOUR**

Potential risks	Risk rating prior to action H/M/L	Recommended controls	In place? Yes/No	By whom?	Deadline	Risk rating following action H/M/L
Risk of harm to self or others	H	- All staff are aware of trigger points to allow early intervention. - Staff are trained to note incidents as soon as possible. - Staff are trained in relevant physical intervention techniques. - Processes are in place to seek funding for an increase in deployment of classroom assistant/behaviour mentor support. - A pupil behaviour contract is drawn up and signed after fixed-term exclusion and meeting with parent(s)/carer(s). - Pastoral support is offered to give the pupil a safe environment to talk about issues. - Involvement of LA support specialists is arranged.	Y	Headteacher; Deputy Lead Safeguard and Teaching Staff	Review Annually	L
Risk of damage to property		- Pupil is immediately withdrawn from danger areas - Staff are appropriately trained in support and calming strategies.				
Risk of disruption to others	H	- Offensive behaviour is tackled through the school Behavioural Document with consistent application of sanctions every time the behaviour is repeated. - Fixed-term removal of the pupil from lessons in which the offensive behaviour is most evident, is considered, during which time they will receive appropriate support. - A behaviour chart is kept for each day offering rewards as well as sanctions if appropriate. - Non-confrontational behaviour management strategies are used. - Pupil is immediately withdrawn from lesson or area as a consequence of certain pre-determined acts, such as swearing at staff. - Procedures are implemented where a senior member of staff can be called to a class immediately should an incident arise or where signs of an impending incident are apparent.		Headteacher. All employed staff.		

SHOBNALL PRIMARY & NURSERY SCHOOL
PROCEDURES FOR BEHAVIOUR

Potential risks	Risk rating prior to action H/M/L	Recommended controls	In place? Yes/No	By whom?	Deadline	Risk rating following action H/M/L
Risk of absconding from school site	L	- Specific instructions are given to staff not to try to stop a pupil if they attempt to leave a room; instead they will be allowed to be withdrawn/located in a secure environment i.e. Positive Play Room where they will be expected to calm themselves with adult support - Escape routes are known to staff, but no physical intervention is put in place if the pupil runs from school.				

**SHOBNALL PRIMARY & NURSERY SCHOOL
PROCEDURES FOR BEHAVIOUR**

Potential risks	Risk rating prior to action H/M/L	Recommended controls	In place? Yes/No	By whom?	Deadline	Risk rating following action H/M/L
Risk of disruption to others	H	- Offensive behaviour is tackled through the school Behavioural Document with consistent application of sanctions every time the behaviour is repeated. - Fixed-term removal of the pupil from lessons in which the offensive behaviour is most evident, is considered, during which time they will receive appropriate support. - A behaviour chart is kept for each day offering rewards as well as sanctions if appropriate. - Non-confrontational behaviour management strategies are used. - Pupil is immediately withdrawn from lesson or area as a consequence of certain pre-determined acts, such as swearing at staff. - Procedures are implemented where a senior member of staff can be called to a class immediately should an incident arise or where signs of an impending incident are apparent.		Headteacher. All employed staff.		
Risk of absconding from school site	L	- Specific instructions are given to staff not to try to stop a pupil if they attempt to leave a room; instead they will be allowed to be withdrawn/located in a secure environment i.e. Positive Play Room where they will be expected to calm themselves with adult support - Escape routes are known to staff, but no physical intervention is put in place if the pupil runs from school.				

SHOBNALL PRIMARY & NURSERY SCHOOL
PROCEDURES FOR BEHAVIOUR

Potential risks	Risk rating prior to action H/M/L	Recommended controls	In place? Yes/No	By whom?	Deadline	Risk rating following action H/M/L
Risk of isolation from peers	L	- A behaviour chart is kept for each day that enables rewards as well as sanctions if applicable. - Positive elements of school life that the pupil will respond to are identified and used to include the pupil. - Pupils' achievements are recognised and celebrated.				
Risk of missing out on learning	L	- Funding is sought for an increase in deployment of classroom assistants/behaviour mentor support. - Learning activities are suited to the academic needs of pupils. - A behaviour/learning contract is agreed between school, pupil and parents.				