

Behaviour Policy

(Containing aspects of the anti-bullying policy)

The Federation of Abbey Infant and Junior School



Approved by:	Governors	Date: 2 nd December 2025
---------------------	-----------	--

Last reviewed on:	December 2025
--------------------------	---------------

Next review due by:	December 2026
----------------------------	---------------

Introduction

At Abbey Federation, we will use the 'Umbrella rules' that every adult and child is aware of:

- Everyone has the right to feel safe in school. Therefore, **everyone has a responsibility to behave in a safe-way.**
- Everyone has the right to enjoy the school environment. Therefore, **everyone has a responsibility to look after the school environment.**
- Everyone has a right to come to school to learn. Therefore, **everyone has a responsibility to create an environment that encourages learning.**

We explicitly teach what good behaviour looks like and have a good behaviour policy which details the vision and promotes an 'Assertive Discipline' model that rewards and encourages good behaviour. All staff manage behaviour in this way, at all times. Under no circumstances is poor behaviour acceptable and when it occurs it is dealt with immediately. Maintaining a positive culture requires constant work and our staff positively reinforce the behaviour that reflects the values of the school and prepares children to engage in their learning. We encourage open discussions around differences between people, we actively challenge prejudice, and we celebrate diversity.

These rules are broad and open to interpretation, which means a lot of rules that we adopt as standard, such as not using violent words or actions are part of the behaving in a safe-way rule.

Our children's chances of success and happiness in life, here and hereafter, depend considerably upon their ability to make responsible choices. To assist in fostering maturity in our pupils, we have developed a whole-school approach to discipline. We have a whole school approach in which all teachers treat pupils in a consistent manner. In this way pupils will know precisely where they stand. Our scheme is centred upon rewards and praise for children making the right choices.

The Governing Body accepts this principle and seeks to create an environment in the school, which encourages and reinforces good behaviour. Furthermore, it is acknowledged that society expects good behaviour as an important outcome of the educational process.

The policy is available on our website

<https://www.abbeyfederation.co.uk/attachments/download.asp?file=2801&type=pdf> . The ethos and philosophy of the school and this policy are encompassed in our Home School Agreement which every parent / carer accepts when they send their child to our school.

Where the text uses the word 'parent', it should be read as inclusive of carers and any other person with parental responsibility. All staff will receive regular training on effective and specific behaviour management.

Aims

Every child has a right to come to school to learn but must take responsibility to create a learning environment that may be on or off site.

- To create a learning environment which encourages and reinforces good behaviour.
- To define, and teach, if necessary, acceptable standards of behaviour.
- To encourage consistency of response to both positive and negative behaviour.
- To promote self-esteem, self-discipline and positive relationships.
- 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 e.g. for working together to ensure home and school work in partnership to ensure better outcomes.

At The Federation of Abbey Infant and Junior School, we expect good behaviour from all our pupils at all times. It is important that the adults in the school community model excellent behaviour for the children.

In managing behaviour, we focus on a positive "Assertive Discipline" model that aims to reward and encourage good behaviour. All staff should manage behaviour in this way at all times.

There are few school rules and the majority are common sense, but it is vital that rules are applied consistently throughout the school.

Each class will agree their class rules based on the school ones and these will be displayed prominently.

Under no circumstances is poor behaviour acceptable and when it occurs it must be dealt with, following this policy.

Children must understand:

- What they can do
- What they cannot do
- Good behaviour will be recognised and rewarded
- Poor behaviour will not be allowed and may be sanctioned

It is the responsibility of all staff to be consistent and work together to ensure we get the best out of everyone. It is the responsibility of all staff to actively promote, support and challenge each other to ensure a consistent approach in the application and use of this policy.

The behaviour we accept is the behaviour we walk past.

The aim is to create an ethos where children behave well because that is what is expected and they know that their efforts will be valued.

Children and staff should be proud of their behaviour.

Adults speaking to children (including lunch time supervisors and supply staff)

If we want children to respect each other, then adults must speak respectfully to children.

- Try to avoid shouting
- Use a positive tone
- Avoid criticising the child – it is the behaviour that we want to manage.
- Use MAPA/NVCI de-escalation techniques
- Use 'Ready Steady Go' & Emotion Coaching

School rules

School rules need to be consistently applied on a continual basis throughout the school.

These will form the basis of classroom rules:

- 1) Respect other people and property
- 2) Show good listening
- 3) Follow instructions and rules
- 4) Try my best at all times
- 5) Keep hands and feet to yourself

NOTE: these generic rules are from whole school consultation through the school council.

Verbal praise is the first reward. This should be used as often as possible.

Children and adults should be encouraged to praise and celebrate behaviour, attitudes, effort and achievements which are good for an individual or in general terms. There should be a lot more positive than negative, in general 3:1 and for specific pupils 5:1.

Management of Children

- Classroom management
- Give clear instructions
- Avoid shouting at children – try to keep your voice calm and vary it for effect
- Avoid being confrontational
- Proximity praise
- Circulate around the classroom
- Give instructions followed by immediate praise
- Positive repetition – explain what they are doing well
- Effective praise is personal use the child's name
- Praise the behaviour, don't be generic – eg/ 'Thank you for sitting quietly and waiting patiently.'
- Scanning – eg/ "Rajan is working quietly on his maths – well done, Rajan." Find a child who is often not on task who is doing what you want.

Redirecting

- "The look"- eye contact and a disapproving look
- Physical proximity (stand by the child) - move around the class
- Mention the off-task child's name whilst teaching

- Proximity praise – a child near to the one you want to influence who is behaving well and doing what you want them all to do

Schoolwide rewards

- Verbal praise
- Praise certificates for attitude, effort and academic achievement – given in Star of the week assemblies on Thursday or Friday.
- Stickers
- Whole class praise awards
- Tell parents – postcards home
- Send children to other teachers and phase leader
- Star of the week
- Kindness cup
- Extra playtime
- ‘Marbles’ in a jar to ‘Catch people being good’, praise those who reach the gold and reward collective responsibility. When Marble jars are full, the class will choose a sensible reward.
- Moving up the class charts – zones of regulation boards
- KS2: When a child gets to the top of their zone of regulation board by the end of the week, they get a marble in the jar.
- EYFS and KS1: If a child has been at the top of their zone of regulation board at the end of the day that week, they get a marble in the jar – maximum 1 marble per child, per week.

Praise

When in the classroom, praise should be focussed around:

- Learning behaviours – good listening, following instructions, pride in their work etc.
- Curriculum – content and knowledge
- Soft skills – team work, collaboration, decision making etc.

Both in and outside of the classroom, praise should also focus on conduct – general presentation, following school rules, being a good friend, making sensible decisions etc.

NOTE: These rewards are also as a result of staff and child consultation.

Consequences

Children must be encouraged to take responsibility for their own actions and recognise how their behaviour will affect the way in which they are treated.

Misbehaviour will be dealt with in the following hierarchical order:

STAGE		SANCTION
1 st		Up to 3 Reminders (and advice on how to make a positive choice)
2 nd		A warning about the rules not being followed and the positive behaviour change we are seeking.
3 rd		Time out – e.g. Move the place in the class room/dining room/ work alone

	Parents fully involved and informed	The Mid-day Supervisors will report all lunchtime issues to teaching staff and either/or will contact parents. Record behaviour if necessary.
4 th		TIME OUT IN ANOTHER YEAR GROUP of the year group lead or AHT. Making Amends Pupils who have damaged school property will be asked to perform a task during a break (but must be after they have eaten at lunchtime if the behaviour is lunch time specific) to make amends to the school community. This will be recorded.
5 th		Sent to the HT/DHT.
6 th		Suspension / exclusion <u>Persistently disruptive behaviour and serious misconduct</u> The Head teacher may exclude a pupil, or pupils from school in line with the LEA and DFE policy on exclusion and inclusion. Guidelines are laid down in 'Improving behaviour and attendance: guidance on suspension and exclusions from schools & Pupil referral units – September 2008; updated February '15; Jan '16; Sept 2022 At Abbey we believe that exclusion is a last resort. We will exclude children for: <ul style="list-style-type: none"> • Extreme or persistent violence to others. • Racism • Possession of an illegal substance • Persistent disruption and application of our AD sanctions. • Persistent or systematic bullying. • A child who presents a safeguarding issue to others in our school community. • Possession of an illegal or dangerous weapon Exclusions will follow the premise of fixed term 1 day, 3 day, 5 day, permanent. Police involvement may be necessary for serious or persistent misconduct. There may be amendments to this broad categorisation for SEND and safeguarding reasonable adjustments. We will consider the use of internal exclusion as part of this strategy. This will be on an individual basis. In some cases, where a duty of care exists as part of the decision to exclude, internal exclusion may well be used for welfare reasons but carry the same weight as an external exclusion (in terms of the procedure for exclusion if escalated). Permanent exclusion will be a last resort, however serious one-off incidents e.g. Sexual harassment, extreme violence, theft, arson, vandalism, cyber bullying or threatening behaviour may result in a permanent exclusion. It may be necessary to restrain a pupil(s); this will be in line with the Sandwell Document 'Restrictive Physical Intervention – Policy Development Framework –

		<p>November 2008' and www.teachernet.gov.uk/doc/12187 (DCSF doc. 'The use of force to control or restrain pupil, 2007).</p> <p>And guidance on reducing the need for restraint (June 2019) https://www.gov.uk/government/publications/reducing-the-need-for-restraint-and-restrictive-intervention</p> <p>and DfE advice template (DFE review 2015)</p> <p>The staff trained in the use of reasonable force at Abbey are a mixed group of teaching, non-teaching and lunchtime supervisors, all of whom have completed the two-day NVCI training and annual update through our Abbey trained-trainer. https://www.crisisprevention.com/Our-Programs/Nonviolent-Crisis-Intervention</p> <p>If not a full NVCI intervention - In deciding what is a serious incident, teachers should use their professional judgement and consider the:</p> <ul style="list-style-type: none"> • pupil's behaviour and level of risk presented at the time of the incident; • degree of force used; • effect on the pupil or member of staff; and • the child's age <p>There is clear guidance in the risk matrix used as part of the training and embedded in this policy – any restraint or handling is used as a last resort for the safety and well-being of all.</p>
--	--	---

NOTE: The responsibility for positive behaviour rests with the school, the child and the parents. As soon as possible, parents should be kept informed and involved and this is essential from step four onwards.

Throughout this process, the member of staff should be actively looking for good behaviour in order to praise and recognise the good choices that the child is making, further confirming that we have a positive behaviour management policy. They will then be able to move back up the zones of regulations boards.

Confiscation of inappropriate items may also occur – this is in line with the guidance available from <https://www.gov.uk/government/publications/searching-screening-and-confiscation> (screening and searching pupils for weapons). **No intimate searches will be carried out unless instructed by Police. All pupils will be escorted by a DSL.**

For EYFS and KS1, the zones of regulation boards will reset each day therefore pupils who have reached any stage by the end of the day, will start on the green again the next day. In KS2, this process resets every week instead of each day.

Pupils who continually disrupt, therefore regularly reaching stage 3, will go straight to stage five (sent to AHT/ Head teacher or Deputy Head teacher). Children must be warned when they have reached this stage.

Reduced timetable/lunch time/internal exclusion and fixed term exclusion will be considered at this stage.

This policy would need reasonable adjustments for some higher need children in consultation with the Inclusion lead and Inclusion Support and potentially the Educational Psychologist.

Classroom Management

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave.

Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall, the classroom should provide a welcoming environment.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding that will enable the children to work and play in co-operation with others. Praise should be used to encourage good behaviour as well as good work.

The curriculum should be well matched to pupil needs.

In our school we record class/individual good behaviour in the following ways:

EYFS – Verbal Praise, stickers, certificates, Sunshine or Thunder cloud

Y1 – Clouds/sun/wall of success

Y2 – Wall of success

Y3/4 – Rainbow of success

Y5/6 - Going for Gold

Sanctions

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community. In an environment where respect is central, loss of respect, or disapproval, is a powerful sanction.

The use of sanctions should be characterised by certain features:

- It must be clear why the sanction is being applied.
- It must be made clear what changes in behaviour are required to avoid future sanctions.

- Group sanctions should be avoided as they breed resentment.
- There should be a clear distinction between minor and major offences.
- It should be the behaviour rather than the person that is reprimanded.

Sanctions include loss of privileges such as out of school trips, after school clubs etc.

Following the consultation through school council, children feel the following are reasonable sanctions:

- Time out
- Missing playtime
- Complete work in own time
- Move down class charts
- Being sent to a senior member of staff

At The Abbey Federation we will use the agreements drawn up at the start of the year in each class. These will be written to emphasise positive behaviour and attitude.

Pupils have to know that good behaviour brings desirable consequences and bad behaviour brings less desirable consequences. Often a quiet conversation explaining why the behaviour is being challenged or a 'teacher's look' will be sufficient to change behaviour, however, further sanctions can be applied.

Note: sanction will be lawful if it satisfies the following three conditions:

- a) The decision to sanction a pupil is made by a paid member of school staff (but not one who the headteacher has decided should not do so) or an unpaid member of staff authorised by the headteacher;
- b) The decision to sanction the pupil and the sanction itself are made on the school premises or while the pupil is under the lawful charge of the member of staff; and
- c) It does not breach any other legislation (for example, in respect of equality, special educational needs and human rights) and it is reasonable in all the circumstances.

In considering whether a sanction is reasonable in all circumstances, one must consider whether it is proportionate in the circumstances of the case and consider any special circumstances relevant to its imposition including the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.

Where appropriate, Special Needs Behaviour Management

The Class Teacher, Inclusion Support, Behaviour Support Team and/or CAMHS and the SENCO, will devise an individual behaviour plan for children where appropriate. Parents will be involved in this.

It is important to record behaviours in an on-going log book for individuals that require it. This will take the form of an 'ABC' approach (Antecedent, Behaviour, Consequence). However, it is likely that before an ABC chart is used, a more simplistic chart to record positive affirmation of the correct behaviours is likely to be implemented, particularly for younger children.

A part-time timetable will be considered as part of this provision as a short-term intervention, leading to full time provision quickly. A risk assessment will always be completed along with full parental involvement and this will be reviewed weekly to assess the suitability of provision.

With regard to extended school activities (Abbey Playden and after school clubs), monitoring the behaviour of pupils becomes important to ensure that every one is safe and happy. Obviously, any staff working during extended school hours will deal with behavioural issues in accordance with the agreed procedures. Any problems thereafter should be recorded and reported to the class teacher/ head teacher if deemed necessary. After school clubs run by external companies, are to speak to SLT if there is an immediate concern, but on the whole, report to Abbie Hinton.

Schools should consider whether a pupil's SEND has contributed to the misbehaviour and if so, whether it is appropriate and lawful to sanction the pupil. In considering this, schools should refer to the Equality Act 2010 and schools' guidance to ascertain whether the pupil understood the rule or instruction and whether the pupil was unable to act differently at this time as a result of their SEND.

The school should also consider whether any reasonable adjustments need to be made to the sanction in response to any disability the pupil may have. It is also important for the schools to seek to try and understand the underlying causes of behaviour and whether additional support is needed.

Communication and parental partnership

We give high priority to clear communication within the school and to a positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour. The school should encourage parents to support good attendance and behaviour through **home-school agreements**, parents' meetings and newsletters. We recognise the two-way responsibility to communicate both positive and negative aspects of behaviour to our parents.



The Federation of Abbey Infant and Junior School

Home-School Agreement

Excellence Through Partnership



The Federation of Abbey Infant and Junior School

Abbey Infants Maurice Road B67 5LR Smethwick	Abbey Juniors Barclay Road B67 5LT Sutton
---	--

Phone: 0121 429 1689 (inf) 2700 (jnj)
E-mail: office@abbey-inf.sandwell.sch.uk
office@abbey-j.unsandwell.sch.uk

School

The School will:

- * Ensure your child's physical and social well-being at all times, and foster feelings of confidence, self-worth, belonging and independence.
- * Deliver a broad, balanced and carefully planned curriculum which meets the needs of your individual child.
- * Provide a range of after school extra-curricular activities designed to enrich your child's experience.
- * Ensure that all homework tasks are given regularly and on the agreed day, and that they reflect your child's learning needs.
- * Actively welcome parents/carers into the life of the school and to ensure that the teaching staff are always available, by mutual agreement, to discuss any concerns you might have about your child's progress or general welfare.
- * Keep you informed about the school's policies and guidelines on behaviour and equal opportunities, other general school matters and about your child's progress in particular.
- * Ensure that all teaching staff keep up to date on important educational developments and initiatives which might affect your child, and to inform you of these at key meetings, where appropriate.
- * Uphold the professional standards for teachers.

Parents/Carers

I/We undertake to:

- * Ensure that my child attends school regularly and that absences are properly notified.
- * Ensure that my child arrives and where appropriate is collected promptly at the beginning and end of the school day.
- * Support the school's policies e.g. Behaviour; Uniform; Equal Opportunities.
- * Support my child in his/her homework and wherever possible promote opportunities for learning at home.
- * Ensure my child goes to bed at a reasonable time on weekdays.
- * Attend Parents' Evenings and discussions about my child's progress at school.
- * Support the school in preparing children for life in multicultural Britain including the promotion of tolerance, respect and the rule of law.
- * Uphold courteous standards towards all of our school community.
- * Sign up for Parent Pay.

Pupils

I agree to:

- * Always try to do my best in lessons.
- * Always try to remember to be polite and thoughtful towards others.
- * Always try to enjoy school and help other children do the same.
- * Help make our school the best place it can be by treating everyone fairly.

Agreement.

School

R. Kertish

Parents/Carers

Please print name

Pupil

Please Print Name

Date

Pupil Conduct Outside School

As part of their learning, children will be given opportunities to go off site to visit places of special interest as day trips and residential. We believe that children should behave in a positive way regardless of the setting they find themselves in, for example, on the way to school. In order to be able to undertake these activities, it will be necessary to ask for help from parents and carers. Latest advice from the DFE is from July 2022 concerning such arrangements has changed and gives the school greater authority to discipline pupils. This authority has been extended to adult volunteers and in volunteering people will be given advice as to the level of sanctions they can apply to disruptive and rude pupils.

The advice also extends to the school's ability to investigate and sanction undesirable behaviour on the way to and from school. The school will also apply these rules/rewards to out of school behaviour. Please also refer to our policies on Anti-bullying, Physical Intervention and Accessibility and Disability.

The views of children have been used to formulate the policy, it is clear in the rules, rewards and sanctions.

Bullying*

*(*The complete policy update for our Anti-bullying strategy should be read in conjunction with this behaviour policy)*

Definition of Bullying:

At Abbey we have adopted the definition of bullying provided by the Anti-Bullying Alliance:

« The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online.
»

ANTI-BULLYING ALLIANCE
Definition of bullying

We recognise that bullying can take many forms and can affect any child. It is often motivated by prejudice against particular groups (for example on grounds of race, religion, gender, sexual orientation, special educational needs, or disabilities, or because a child is adopted, in care or has caring responsibilities). Bullying can be motivated by actual differences between children, or perceived differences.

Not all conflicts that arise in relationships lead to bullying; however, if there are unresolved issues or bad feelings, this could lead to a pattern of behaviour where this is intention to harm and make an individual or group more vulnerable.

Where there is an imbalance of power in a relationship, that's when it becomes questionable if this relationship is healthy or not. The list below may show where an imbalance of power may take place:

- Part of a minority group by gender, race, social group or faith
- Smaller in stature or physical strength
- Age difference
- Children who are or perceived as or identify as LGBTQ+ (lesbian, gay, bisexual, transgender and queer or questioning)
- Vulnerable children and young people (Looked After Children, Children on a CIN/CP plan, those struggling with mental health or Young Carers)
- SEND pupils with learning or physical disabilities, which may include:
 - Poor or immature behaviour, which requires additional support
 - Limited social skills, for example they struggle with friendships and are involved with relational conflict
 - Struggle academically
 - Poor concentration levels, for example because they have ADHD
 - Physical ability

At Abbey we use an approach called 'Abbey, let's start S.T.O.P'. The acronym S.T.O.P helps children identify what bullying is: **Several Times on Purpose**. It also helps them decide what to do about it: **Start Telling Other People** and it also acts as an assertive phrase '**STOP! I don't like that**'. This message is promoted each term (not just during Anti-Bullying week) and staff have regular training.

Abbey Let's Start STOP



S.T.O.P helps us to identify what bullying is - **Several Times On Purpose**

S.T.O.P helps us to know what to do about bullying - **Start Telling Other People**.

STOP is an assertive word when someone is upsetting us. Practise saying '**STOP! I don't like that**'. Do this as a bystander too! Don't let a person you know be a bully.

- The Policy has been developed to reflect the most recent Keeping Children Safe in Education (KCSIE) statutory guidance (Sept 2025) and Behaviour in Schools (Feb 2024) – advice for headteachers and school staff.
- It has been adopted with the involvement of the whole school community.
- The policy follows advice from the Anti-Bullying Alliance (ABA). It will utilise support from the LA and other relevant organisations.
- Our school understands the importance of challenging inappropriate behaviour between peers and supports staff to promote positive relationships to help prevent bullying.
- We recognise that some members of our community may be more vulnerable to bullying and its impact than others. Being aware of this will help us to develop effective strategies to prevent bullying from happening and provide appropriate support, if required.
- Staff will intervene to identify and tackle bullying behaviour appropriately and promptly and ensures our pupils are aware that bullying concerns will be dealt with sensitively and effectively.
- We require all members of the community to work with the school to uphold the Anti-Bullying policy.
- We will deal promptly with grievances regarding the school response to bullying in line with our complaints policy.
- The school seeks to learn from good Anti-Bullying practice elsewhere.
- This policy and our practice will be reviewed and evaluated on a regular basis.

Following the school council's involvement with this policy, it is clear that our children recognise the importance of speaking out about this issue and then the full and informed involvement of staff, children, parents in addressing any issues arising.

Racism

Racism will not be tolerated and where it occurs it will be dealt with. All serious incidents of racism, whether by children, or parents will be reported to the Headteacher, logged and dealt with in line with the LA policy on reporting Racial Harassment.

The school's work on ensuring all staff are aware of the PREVENT strategy and our work to promote fundamental British Values supports this policy and practice of zero tolerance of racism.

The school values the contributions made by all the very diverse ethnic groups and by all the religious and cultural influences, which we share within our Local, National and International Communities.

It is vital that we promote racial and religious tolerance and harmony in every aspect of school life. It is a core value of The Federation of Abbey Infant and Junior School.

This will be discussed in regular assemblies, circle time, PSHE, RSHE - Jigsaw Programme, Religious Education, British Values, computing and assemblies.

All staff need to be vigilant in preventing racism and incidents will be discussed at Governors' meetings. Racial equality will form a key issue in promoting the staffing policy.

The multi-ethnic mix of the staff and the way in which they model attitudes and behaviour in all they do is essential.

Child-on-child abuse

All staff should be aware that children can abuse other children at any age (often referred to as child-on-child abuse). And that it can happen both inside and outside of school and online. It is important that all staff recognise the indicators and signs of abuse and know how to identify it and respond to reports.

All staff should be clear as to the school policy and procedures with regards to child-on-child abuse. Child-on-child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between children (sometimes known as ‘teenage relationship abuse’)
- physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual violence, such as rape, assault by penetration and sexual assault
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment

This policy guides all staff on how to respond alongside the specific anti-bullying policy.

Behaviour & pastoral curriculum

Our behaviour curriculum is taught through PSHE, RSHE - Jigsaw Programme, Religious Education, British Values, computing and assemblies. The Jigsaw programme is a progressive curriculum from EYFS to Year 6 covering all aspects of relationships and health education. The programme is supported by Wellbeing assemblies which support mental health and teach mindfulness, yoga and life skills to deal with issues. Children respond well to the jigsaw programme and Well-being assemblies, they are able to talk about ways in which to manage their behaviour such as mindfulness strategies, breathing and yoga online safety, sexting, pornography and age-appropriate sex education is taught and supplements the programme. Children are able to recall and use the SMART message and have responded well to the specific teaching on sexting.

Through our assemblies and Jigsaw Programme, we teach strategies and life skills to deal with friendships, break-ups, personality clashes, playground disagreements, fights and managing their emotions. We feel that our approach is successful because incidents of poor behaviour are low, but where they do occur, they are managed well (see HT report and SIMS). The curriculum and specific transition points will also be used to support pupils as they move from one phase to another e.g. EYFS to KS1.

More information on our curriculum can be found on our curriculum pages; anti-bullying policy and RSHE programme: <https://www.abbeyfederation.co.uk/curriculum/parent-guide-to-the-national-curriculum>

Malicious allegations will be treated seriously with appropriate consequences for any member of the Abbey community.

Resources available to staff

- This policy and links contained within.
- Inclusion Leaders and specialist resources
- Inclusion Support Sandwell services
- MAPA/NVCI trained staff.
- Pastoral, social and emotional resources including a range of diagnostic and pastoral programmes.

Equalities policy

The school recognises its duty under the DDA and this policy should be read in conjunction with the school 'Equalities Policy' (this subsumes Race, Gender and Disability). School leaders and staff should analyse data with an objective lens and from multiple perspectives: at school level, group level and individual staff and pupil level. School leaders should pose questions to drill down further to identify possible factors contributing to the behaviour, system problems or failure to provide appropriate support. Analysing the data by protected characteristic and using those findings to inform policy and practice may help a school ensure that it is meeting its duties under the Equality Act 2010.

SPECIAL EDUCATION: BEHAVIOUR LOG/ABC DATA RECORDING CHART

A Behaviour Log is an ongoing daily tracking form for keeping a record of a student's behaviour. It is an important tool in identifying patterns in behaviour, modifying or adjusting intervention strategies, and in evaluating the success of intervention. It is also an important tool in communicating with parents/guardians, community agency support services, school administration, and Inclusion support services.

A Behaviour Log can be used to track any type of behaviour—from mild, inappropriate behaviours such as social skills (e.g., taking turns, asking for help, joining play activities) to more severe inappropriate behaviours such as non-compliance (e.g., refusing to follow instruction, disrupting the class, leaving the area) and to very serious inappropriate behaviours such as physical aggression and assault (risk of injury) that require physical intervention by staff.

Where “Planned Physical Restraint” on an ongoing basis is part of a student's Safety Plan (See individual risk assessments) the Behaviour Log is used to track and document incidents requiring physical restraint, rather than the *NVCI restraint log*. However, if injury to staff or student occurs, the *NVCI and accident forms must be completed*.

A Behaviour Log contains six sections:

Time of the Incident:

- ◆ Date/Time the incident occurred

Location:

- ◆ Where the incident occurred

People/Person Involved:

- ◆ Name of staff member(s) involved or present and completing and recording in the Behaviour Log.

Antecedent/Trigger:

- ◆ Record what was happening prior to the student demonstrating inappropriate behaviour and what occurrence(s) triggered the behaviour.

Behaviour:

- ◆ Record the details of the inappropriate behaviour, i.e., a description of what the student did, how long the behaviour lasted, and the level of severity. Also record what intervention by staff occurred – include how long it took to bring the behaviour under control.

Consequence:

- ◆ Record if intervention was successful in stopping the behaviour during this incident, what the student did following the intervention (e.g., resumed appropriate behaviour), was removal required, etc. Also include any follow-up action such as communication with school administration and/or parents/guardians and consequences such as time out, detention, or suspension.

Function:

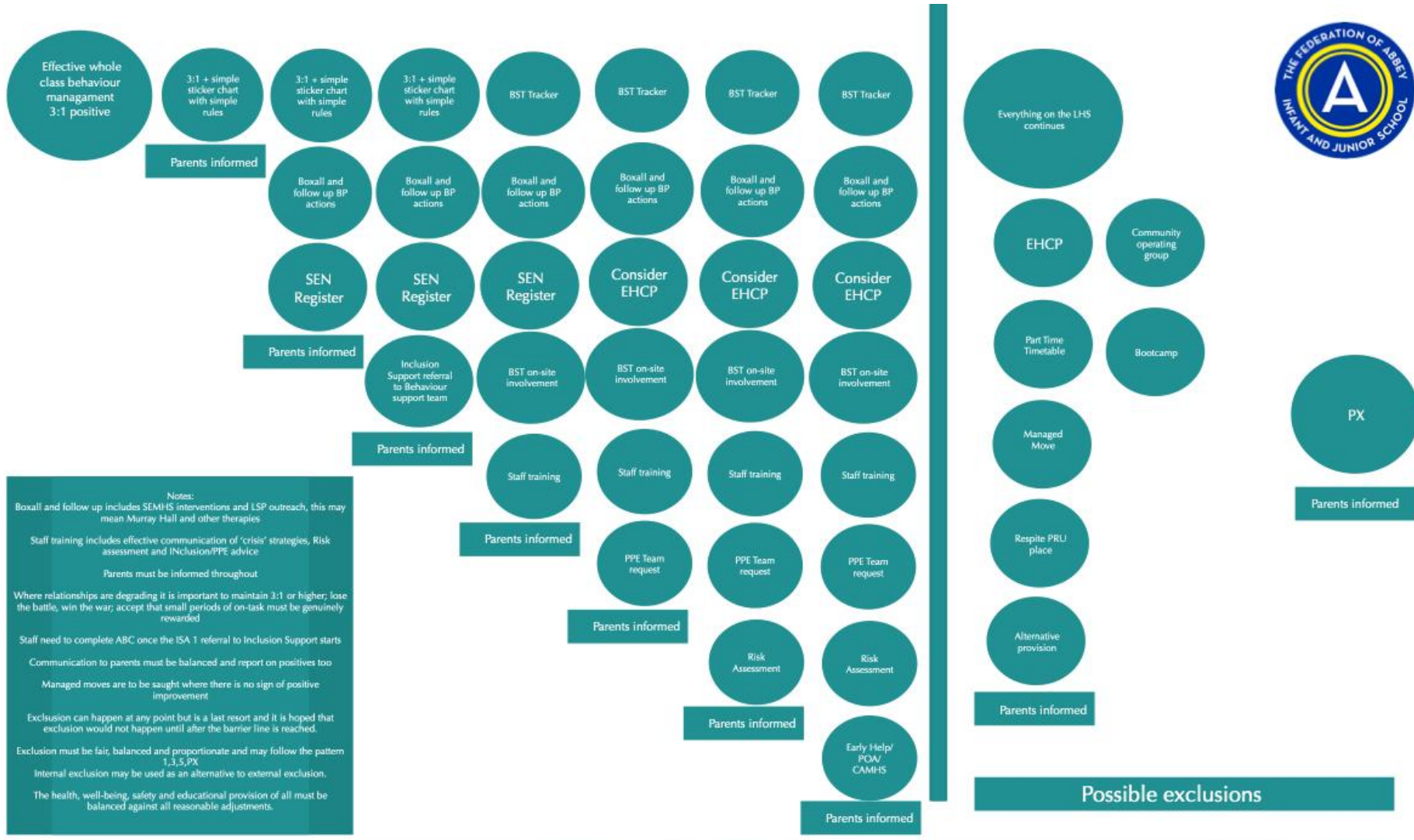
- ◆ Reason for the behaviour, i.e., escape, attention, sensory, tangible

ABC Data Recording Chart

Name:

Behaviour:

Time	Location	People/Person Involved	ANTECEDENT Describe the triggers or what happened just before...	BEHAVIOUR Describe what happened...	CONSEQUENCE What positive or negative event occurred immediately following	Possible Function (escape, attention, sensory, tangible)



Notes:
 Boxall and follow up includes SEM-IS interventions and LSP outreach, this may mean Murray Hall and other therapies.

Staff training includes effective communication of 'crisis' strategies, Risk assessment and Inclusion/PPE advice

Parents must be informed throughout

Where relationships are degrading it is important to maintain 3:1 or higher; lose the battle, win the war; accept that small periods of on-task must be genuinely rewarded.

Staff need to complete ABC once the ISA 1 referral to Inclusion Support starts

Communication to parents must be balanced and report on positives too

Managed moves are to be sought where there is no sign of positive improvement.

Exclusion can happen at any point but is a last resort and it is hoped that exclusion would not happen until after the barrier line is reached.

Exclusion must be fair, balanced and proportionate and may follow the pattern 1,3,5,PX

Internal exclusion may be used as an alternative to external exclusion.

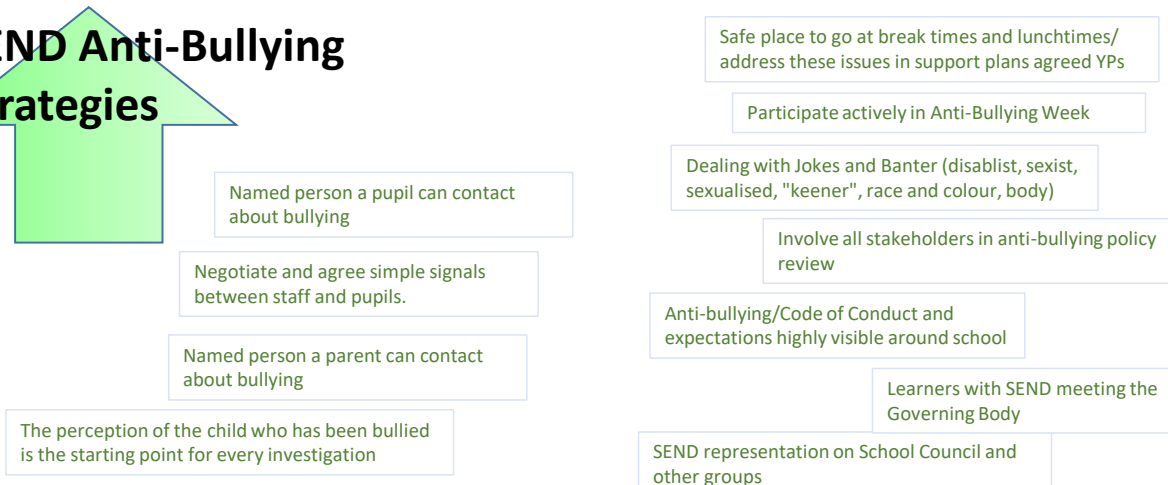
The health, well-being, safety and educational provision of all must be balanced against all reasonable adjustments.

Emotion Coaching throughout - Engage with Educational Psychologist at the earliest opportunity



Anti Bullying Resources to support our school.

SEND Anti-Bullying Strategies



COMMUNICATE

- Listen to both sides... including the learner who is bullying
- Check-in with person being bullied to ensure no reoffending
- Restorative approaches to victimisation
- Provide support at times of transition
- Developing an "open door" ethos

ANTICIPATE

- SEND cyber-bullying awareness and training
- SEND dealing with sexualised bullying
- Awareness and Social Resilience training for siblings of SEND learners
- Build bullying audit into education health and care plan review process
- Emotion Coaching
- Anti-Bullying Buddies- supervision outside lessons, a key individual to offer trust and support
- Identify and be proactive at vulnerable times: primary-secondary transition and mid-year admissions, even changing teaching groups
- Positive portrayal of disability throughout curriculum
- Disability awareness and diversity programme for all pupils
- SEAL (Social and Emotional Aspects of Learning) approaches as a whole school tool to reduce relational conflict and bullying
- SEND Social Resilience training
- Staff training on specific/generic disability issues and needs
- Circle of Friends Programme

QUICK WIN MEDIUM TERM LONGER TERM

CLICK THREE TIMES TO SEE QUICK WINS MEDIUM TERM AND LONGER TERM STRATEGIES- then click on a box to activate the hyperlink

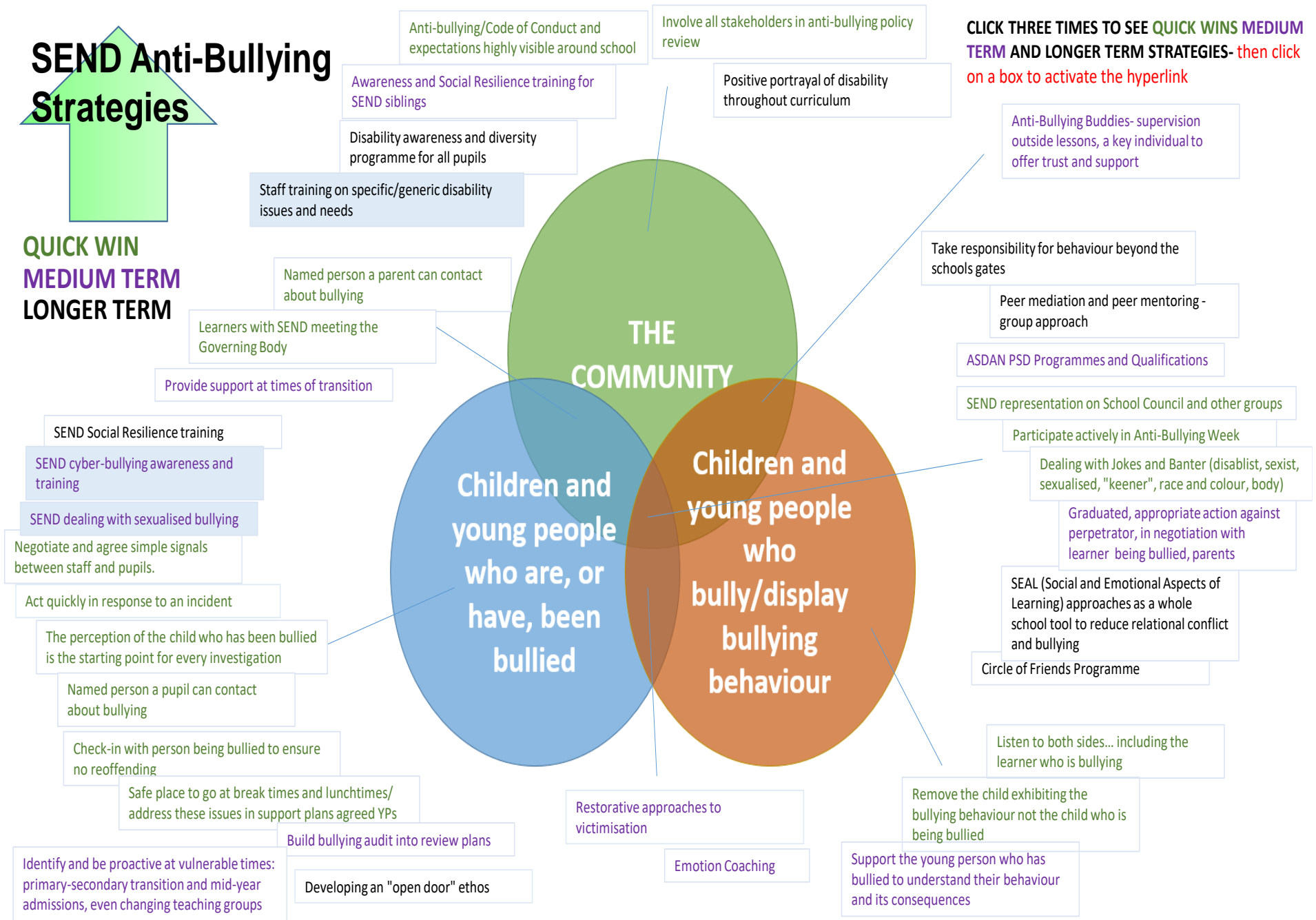
- Act quickly in response to an incident
- Remove the child exhibiting the bullying behaviour not the child who is being bullied

RESPOND

- ASDAN PSD Programmes and Qualifications
- Graduated, appropriate action against perpetrator, in negotiation with YP who has been bullied and parents
- Support the young person who has bullied to understand their behaviour and its consequences
- Take responsibility for behaviour beyond the schools gates
- Peer mediation and peer mentoring - group approach

SEND Anti-Bullying Strategies

QUICK WIN
MEDIUM TERM
LONGER TERM



CLICK THREE TIMES TO SEE QUICK WINS MEDIUM TERM AND LONGER TERM STRATEGIES- then click on a box to activate the hyperlink

Annex A – Guidance documents

Guidance Behaviour in Schools

Governance handbook and competency framework

Mental health in schools

Departmental Advice on attendance

Alternative Provision	<p>Alternative Provision: Statutory guidance for local authorities, as well as headteachers and governing bodies of settings providing alternative provision</p> <p>Education for children with health needs who cannot attend school</p>
Children with Special Educational Needs and Disabilities	<p>SEND Code of Practice: 0 to 25 years</p> <p>Children with special educational needs and disabilities (SEND): Overview</p>
Departmental Advice on safeguarding and child protection	<p>Keeping children safe in education</p> <p>Children Missing Education</p> <p>Working Together to Safeguard Children</p>
Departmental Advice on Promoting the education of looked-after and previously looked-after children	<p>Promoting the welfare of looked-after and previously looked-after children</p> <p>Adverse Childhood Experiences training and resources (funded by the Home Office)</p> <p>The designated teacher for looked-after and previously looked- after children</p>
Sharing and publishing information	<p>School to school service: how to transfer information</p> <p>What maintained schools must publish online</p> <p>What academies, free schools and colleges should publish online</p>

Links with other policies

Policy	Link
Behaviour Policy	<p>https://www.abbeyfederation.co.uk/behaviour-discipline/</p> <p>Includes details about the rewards and sanctions for pupils</p>
Safeguarding Policy	<p>https://www.abbeyfederation.co.uk/safeguarding/</p> <p>Includes information about child protection procedures and contextualised safeguarding</p>
Safeguarding Across the Curriculum	<p>https://www.abbeyfederation.co.uk/safeguarding/</p> <p>How the school safeguard children through the school curriculum</p>
Acceptable Use Policy	<p>https://www.abbeyfederation.co.uk/health-safety/</p> <p>Information about online safety, data protection and safeguarding</p>
Equalities Policy	<p>https://www.abbeyfederation.co.uk/sen-equality/</p> <p>Includes information about our school's approach to tackling prejudice and celebrating differences. Links to prejudice-related language and crime and the protected characteristics</p>
RSHE / PSHE Policy	<p>https://www.abbeyfederation.co.uk/curriculum-guidance/</p>

	Includes information about our school's RSHE programme and how we teach about relationships, friendships, and bullying
Promoting Fundamental British Values	https://www.abbeyfederation.co.uk/curriculum-guidance/ Information about how the school promote British Values through the school values, life skills, curriculum and wider range of enrichment activities across the school.
Radicalisation and Extremism	https://www.abbeyfederation.co.uk/safeguarding/ Information about opposition to fundamental British Values and safeguarding children against extremist views and exposure to extremist material.
Curriculum Statement	https://www.abbeyfederation.co.uk/safeguarding/ Includes full details of our curriculum offer
Complaints Policy	https://www.abbeyfederation.co.uk/general/ Includes information about how to make a complaint if you are not satisfied with the school's response

Annex B – Guide to NVCI holds

At Abbey, we use holding skills for children in the seating (chair or floor) or standing position that are posing an immediate or imminent danger to themselves or others. Holding skills are a last resort and staff will continue to demonstrate a duty of care to the child involved. Staff have been trained to stay consistent and calm when using holding positions and always keep the best interests of the child as their main priority. Abbey is not a 'no touch' school as there are times that pupils may require sensible, safe handling e.g. when they have fallen over and hurt themselves or when SEND pupils have a sensory need for hand holding and appropriate pressure.

Staff have been trained to use a 'Decision Making Matrix' which acts as a risk assessment for assessing the level of hold they need to use. The levels range from low, medium and high and this includes the severity of the danger or risk the child is demonstrating. When staff need to use holds on distressed children there are always two members of staff involved.

A low-level hold in a seated position for a young person (chair) is when staff stay seated to the side of the child, they stay balanced and non-threatening and move closer to the child and place one hand on top of the child's hands. A low-level hold in a seated position for a child (chair) is when one member of staff remain seated behind the child, they remain close and place their hands on the outside of the arm.



A medium-level hold in a seated position (chair) is when staff begin in a low-level hold (as pictured above). One member of staff moves their free hand to the outside of the elbow, they then loop their hand that was rested onto the child's hand through their arm and move closer to the child. The second member of staff repeats this action to secure the hold and minimise risk. A medium-level hold in a seated position for a child (chair) is when a member of staff begins in the low-level hold (as pictured above). The member of staff moves one hand at a time on top of the child's forearm. They cup their hands to ensure no harm. The child's arms rest against their own body. Staff move slightly closer maintaining a medium level of restriction.



A high-level hold in a seated position (chair) is when staff begin in a medium-level hold (as pictured above). Both members of staff use their hand that is looped under the child's arm to guide the wrist underneath the shoulder and their elbow will naturally move backwards. Staff keep close to the child in distress. A high-level hold in a seated position for a child (chair) is when a member of staff begins in the medium-level hold (as pictured above). Staff guide the child's arms forwards and cross them in front of their body, staff then place their hands around the child's wrist and tuck them into the child's body so the wrists rest underneath the shoulder. Staff lean back slightly and keep the child close to maintain a high-level hold.



When using a low, medium and high-level standing hold for children, staff use the same principles as the seated holds. Please see the pictures below.

Low-level



Medium-level



High-level



When a child is distressed on arrival to school or transitioning into class staff can use gentle physical guidance to support the child into the safety of the classroom or school environment. While this is not a 'Safety-Interventions/MAPA' hold, this guidance is still reasonable and safe. Staff would still place their hands on the child's elbows and guide them carefully and safely into school. If a child began to become distressed or in crisis and posed an imminent or immediate danger to themselves or others, then a safety intervention hold would be required.

Leaders have taken the decision that high-level holds will not be used routinely. If these are needed, they will be detailed in a pupil individual Safety plan. A blank safety plan is included as an appendix – see appendix 6.



Annex C – NVCi recording

Abbey Restraint Record

This document should be used to record any incidents where the physical restraint of a child has been deemed necessary. The form must be completed as soon after the incident as possible and the original must be given to the designated safeguarding lead person (Mrs J Sharp) or the deputy designated safeguarding persons (Dr R Kentish & Mrs J Yale). Please continue on separate record sheets if necessary, all sheets must be clearly numbered, signed and dated by the person completing the form.

Name of person completing the form: _____

Date of incident: _____ Time of incident: _____

Name of child: _____ Have parents been informed? Yes / No

Name of person/s MAPPA/NCI trained: _____

Date of qualification: _____

Names of any additional adults: _____

Please complete a detailed record of the incident including, reasons behind the restraint, location, description of the incident on your arrival, what restraint techniques were employed, length of restraint and how the incident was resolved.

Body Map

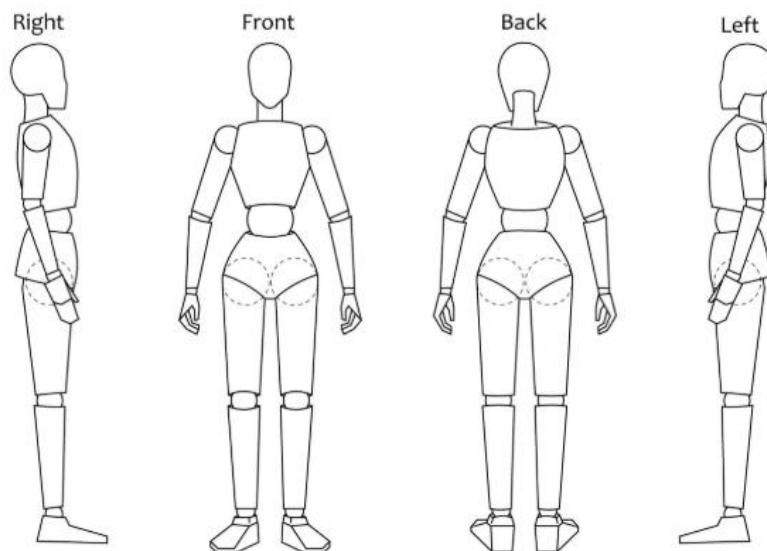


Figure 1- Indicate where holds have been used

Severity of Harm	Catastrophic Death will occur, or the level of injury will lead to permanent or irreversible ill-health	MEDIUM	HIGH	EXTREME	EXTREME	EXTREME
	Major Psychological or physical injury will require treatment leading to long term incapacity or disability	MEDIUM	HIGH	HIGH	EXTREME	EXTREME
	Moderate Psychological or physical injury will require treatment and/or lead to medium term incapacity and ill-health	LOW	MEDIUM	HIGH	HIGH	EXTREME
	Minor Psychological or physical injury will be non-permanent and/or cause no lasting ill-health	LOW	MEDIUM	MEDIUM	HIGH	HIGH
	Negligible Psychological or physical injury will be minimal	LOW	LOW	LOW	MEDIUM	MEDIUM
		Rare Will probably never happen	Unlikely Is not expected to happen, but it could	Possible Might happen	Likely Will probably happen	Certain Will undoubtedly happen
Likelihood of Behaviour						

OVERALL RISK RATING GUIDE (Colour code)			
Green (G)	Yellow (Y)	Orange (O)	Red (R)
Low Risk	Medium Risk	High Risk	Extreme Risk

Notes of incident:

For Office Use Only:

Name of child: _____ Date of Birth: _____

Gender: _____ Ethnicity: _____

Name of designated person informed: _____

Date: _____ Signature of DSP: _____

Have all parties completed individual accounts? Yes / No

Have all accounts been collected and stored together? Yes /No

Have parents been informed? Yes / No

Number of previous incidents recorded for the child: _____

Outcome:

Annex C – Suspension and exclusion letters.

Model letter 1

From head teacher/principal (or teacher in charge of a PRU) notifying parent of a fixed period suspension of 5 school days or fewer in one term, and where a public examination is not missed.

Dear **[Parent's/Carers Name]**

I am writing to inform you of my decision to suspend **[Child's Name]** for a fixed period of **[specify period]**. This means that he/she will not be allowed in school for this period. The suspension begins/began on **[date]** and ends on **[date]**.

I realise that this suspension may be upsetting for you and your family, but the decision to suspend **[Child's Name]** has not been taken lightly. **[Child's Name]** has been suspended for this fixed period because **[reason for suspension]**.

You have a duty to ensure that your child is not present in a public place in school hours during this suspension on **[specify dates]** unless there is reasonable justification for this.

We will set work for **[Child's Name]** to be completed on the school days specified in the previous paragraph during the period of his/her suspension. You must ensure that he/she is not present in a public place without reasonable justification during this time. **[Detail the arrangements regarding the school work]**. Please ensure that work set by the school is completed and returned to us promptly for marking.

You have the right to make representations about this decision to the governing body/management committee **[use the applicable term]**. If you wish to make representations please contact **[Name of Contact]** on/at **[contact details – address, phone number, email]**, as soon as possible. Whilst the governing body/management committee has no power to direct reinstatement, they must consider any representations you make and may place a copy of their findings on your child's school record.

You should also be aware that if you think the suspension relates to a disability your child has, and you think disability discrimination has occurred, you have the right to appeal, and/or make a claim, to the First Tier Tribunal <http://www.justice.gov.uk/guidance/courts-and-tribunals/tribunals/send/index.htm>. Making a claim would not affect your right to make representations to the governing body/management committee.

You have the right to see, and have a copy of, your child's school record. Due to confidentiality restrictions, you must notify me in writing if you wish to be supplied with a copy of your child's school record. I will be happy to supply you with a copy if you request it. There may be a charge for photocopying.

For your information the following sources of advice are available to you;

- Sandwell Local Authority Fair Access and Exclusions Team on telephone number 0121 569 2777 or via email on fair_access@sandwell.gov.uk

- The Children's Legal Centre
They aim to provide free legal advice and information to parents on education matters. They can be contacted on 0300 330 5485 or at <http://www.childrenslegalcentre.com/>

- Statutory advice can be obtained from the Department for Education website on: www.education.gov.uk

[Child's Name]'s suspension expires on **[date]** and we expect **[Child's Name]** to be back in school on **[date]** at **[time]**.

Yours sincerely

[Name]

Headteacher *[teacher in charge in case of a PRU]*

Model letter 2

From head teacher (or teacher in charge of a PRU) notifying parent(s) of a child of that child's fixed period suspension of more than 5 school days (up to and including 15 school days) in a term.

Dear **[Parent's name]**

I am writing to inform you of my decision to suspend **[Child's Name]** for a fixed period of **[specify period]**. This means that **[Child's Name]** will not be allowed in school for this period. The suspension start date is **[date]** and the end date is **[date]**. Your child should return to school on **[date]**.

I realise that this suspension may well be upsetting for you and your family, but my decision to suspend **[Child's Name]** has not been taken lightly. **[Child's Name]** has been suspended for this fixed period because **[specify reasons for suspension]**.

You have a duty to ensure that your child is not present in a public place in school hours during the first 5 school days **[or specify dates if suspension is for fewer than 5 days]** of this suspension, that is on **[specify dates]**.

We will set work for **[Child's Name]** during the **[first 5 or specify as appropriate]** school days of his/her suspension **[specify the arrangements for this]**. Please ensure that work set by the school is completed and returned to us promptly for marking.

[if the individual suspension is for more than 5 days]

From the **[6th school day of the pupil's suspension [specify date] until the expiry of his suspension we [For PRUs the local authority] - set out the arrangements if known at time of writing, if not known say that the arrangements will be notified shortly by a further letter.]** will provide suitable full-time education. On **[date]** he/she should attend at **[give name and address of the alternative provider if not the home school] at [specify the time — this may not be identical to the start time of the home school]** and report to **[staff member's name]**. **[If applicable — say something about transport arrangements from home to the alternative provider. If not known, say that the arrangements for suitable full time education will be notified by a further letter]**.

[School/Academy/PRU] You have the right to request a meeting of the school's discipline committee/PRU's management committee to whom you may make representations, and my decision to suspend can be reviewed. As the period of this suspension is more than 5 school days in a term the discipline committee/management committee may meet if you request it to do so. The latest date by which the discipline committee/management committee must meet, if you request a meeting, is **[specify date — no later than the 50th school day after the date on which the discipline committee were notified of this suspension]**.

If you do wish to make representations to the discipline committee/management committee, and wish to be accompanied by a friend or representative, please contact **[name of contact]** on/at **[contact details — address, phone number, email]**, as soon as possible. Please advise if you have a disability or special needs which would affect your ability to attend or take part in a meeting at the school. Also, please inform **[contact]** if it would be helpful for you to have an interpreter present at the meeting.

You should also be aware that if you think the suspension relates to a disability your child has, and you think disability discrimination has occurred, you have the right to appeal, and/or make a claim, to the First Tier Tribunal (<http://www.justice.gov.uk/guidance/courts-and-tribunals/tribunals/send/index.htm>). Making a claim would not affect your right to make representations to the discipline committee.

You have the right to see and have a copy of, your child's school record. Due to confidentiality restrictions, you must notify me in writing if you wish to be supplied with a copy of your child's school record. I will be happy to supply you with a copy if you request it. There may be a charge for photocopying.

For your information the following sources of advice are available to you:

- Sandwell Local Authority's Fair Access and Exclusions Team on telephone number 0121 569 2777 or via email on fair_access@sandwell.gov.uk
- The Children's Legal Centre
They aim to provide free legal advice and information to parents on education matters. They can be contacted on 0300 330 5485 or at <http://www.childrenslegalcentre.com/>
- Statutory advice can be obtained from the Department for Education website on: www.education.gov.uk

Child's Name's suspension expires on **[date]** and we expect ***Child's Name*** to be back in school on **[date]** at **[time]**.

Yours sincerely

[Name]

Headteacher ***teacher in charge in case of a PRU***

Model letter 3

From head teacher (or teacher in charge of a PRU) notifying parent of a fixed period suspension of more than 15 school days in total in one term.

Dear ***Parent's Name***

I am writing to inform you of my decision to suspend ***Child's Name*** for a fixed period of ***specify period***. This means that ***Child's Name*** will not be allowed in school for this period. The suspension begins/began on **[date]** and ends on **[date]**.

I realise that this suspension may well be upsetting for you and your family, but the decision to suspend ***Child's Name*** has not been taken lightly. ***Child's Name*** has been suspended for this fixed

period because **[reason for suspension]**.

You have a duty to ensure that your child is not present in a public place in school hours during **[the first five school days of suspension or specify dates]**, unless there is reasonable justification for this.

We will set work for **[Child's Name]** during the **[first five school days or specify dates]** of his/her suspension **[specify the arrangements for this]**. Please ensure that work set by the school is completed and returned to us promptly for marking.

If the individual suspension is for more than 5 days

From the **[6th school day of the pupil's suspension] [specify date]** until the expiry of his suspension we **[For PRUs the local authority - set out the arrangements if known at time of writing, if not known say that the arrangements will be notified shortly by a further letter.]** will provide suitable full-time education. **[Set out the arrangements if known at the time of writing, e.g.] On [date] he/she should attend [give name and address of the alternative provider] at [specify the time — this may not be identical to the start time of the home school] and report to [staff member's name]. [If applicable — say something about transport arrangements from home to the alternative provider] [if not known say that the arrangements for suitable full time education will be notified shortly by a further letter]**

[School/Academy and PRU] As the length of the suspension is more than 15 school days in total in one term the governing body/management committee must meet to consider the suspension. At the review meeting you may make representations to the governing body/management committee if you wish. The latest date on which the governing body/management committee can meet is **[date here — no later than 15 school days from the date the governing body is notified]**.

If you wish to make representations to the governing body/management committee and wish to be accompanied by a friend or representative please contact **[name of contact]** on/at **[contact details — address, phone number, email]**, as soon as possible. You will, whether you choose to make representations or not, be notified by the Clerk to the governing body/management committee of the time, date and location of the meeting. Please advise if you have a disability or special needs which would affect your ability to attend or take part in a meeting at the school. Also, please inform **[contact]** if it would be helpful for you to have an interpreter present at the meeting.

You should also be aware that if you think the suspension relates to a disability your child has, and you think disability discrimination has occurred, you have the right to appeal, and/or make a claim, to the First Tier Tribunal (<http://www.justice.gov.uk/guidance/courts-and-tribunals/tribunals/send/index.htm>). Making a claim would not affect your right to make representations to the governing body/management committee.

You have the right to see and have a copy of, your child's school record. Due to confidentiality restrictions, you must notify me in writing if you wish to be supplied with a copy of your child's school record. I will be happy to supply you with a copy if you request it. There may be a charge for photocopying.

For your information the following sources of advice are available to you.

- Sandwell Local Authority's Fair Access and Exclusions Team on telephone number 0121 569 2777 or via email on: fair_access@sandwell.gov.uk
- The Children's Legal Centre
They aim to provide free legal advice and information to parents on education matters. They can be contacted on 0300 330 5485 or at <http://www.childrenslegalcentre.com/>
- Statutory advice can be obtained from the Department for Education website on: www.education.gov.uk

Child's Name's suspension expires on **[date]** and we expect ***Child's Name*** to be back in school on **[date]** at **[time]**.

Yours sincerely

[Name]

Headteacher ***[teacher in charge in case of a PRU]***

Model letter 4

From the headteacher of a primary, secondary or special school (or the teacher in charge of a PRU) notifying the parent(s) of that pupil's permanent exclusion.

Dear **[Parent's Name]**

I regret to inform you of my decision to expel **[Child's Name]** with effect from **[date]**. This means that **[Child's Name]** will not be allowed in this school/this PRU unless he/she is reinstated by the governing body/the discipline committee (management committee in case of a PRU) or following the recommendations of an independent review panel.

I realise that this exclusion may well be upsetting for you and your family, but the decision to expel **[Child's Name]** has not been taken lightly. **[Child's Name]** has been expelled because **[reasons for the exclusion— include any other relevant previous history]**.

You have a duty to ensure that your child is not present in a public place in school hours during the first 5 school days of this exclusion, i.e. on **[specify the precise dates]** unless there is reasonable justification.

Alternative arrangements for **[Child's Name]**'s education to continue will be made. For the first five school days of the exclusion we will set work for **[Child's Name]** and would ask you to ensure this work is completed and returned promptly to school for marking. From the sixth school day of the exclusion onwards — i.e. from **[specify the date]** the local authority will provide suitable full-time education.

As this is a permanent exclusion the governing body (or management committee in case of a PRU) must meet to consider it. At the review meeting you may make representations to the governing body/PRU management committee if you wish and ask them to reinstate your child in school. The governing body/PRU management committee have the power to reinstate your child immediately or from a specified date, or, alternatively, they have the power to uphold the exclusion in which case you may request that the case is considered by an independent review panel. The latest date by which the governing body/PRU management committee must meet is **[specify the date — the 15th school day after the date on which the governing body/PRU management committee was notified of the exclusion]**. All reasonable attempts to adhere to this deadline will be made by the school/academy.

If you wish to make representations to the governing body/PRU management committee and wish to be accompanied by a friend or representative please contact **[name of contact]** on/at **[contact details — address, phone number, email]**, as soon as possible. You will, whether you choose to make representations or not, be notified by the Clerk to the governing body/PRU management committee **[or details if not a Clerk]** of the time, date and location of the meeting. Please let us know if you have a disability or special needs which would affect your ability to attend the meeting. Also, please inform **[contact]** if it would be helpful for you to have an interpreter present at the meeting.

If you think this exclusion relates to a disability your child has, and you think discrimination has occurred, you may raise the issue with the governing body/PRU management committee. You also have the right to appeal, and/or make a claim, to the First Tier Tribunal

<http://www.justice.gov.uk/guidance/courts-and-tribunals/tribunals/send/index.htm>. Making a claim would not affect your right to make representations to the governing body/management committee.

You have the right to see and have a copy of, your child's school record. Due to confidentiality restrictions, you must notify me in writing if you wish to be supplied with a copy of your child's school record. I will be happy to supply you with a copy if you request it. There may be a charge for photocopying.

For your information the following sources of advice are available to you:

- *Sandwell Local Authority's Fair Access and Exclusions Team on telephone number 0121 569 2777 or via email on: fair_access@sandwell.gov.uk*
- The Children's Legal Centre
They aim to provide free legal advice and information to parents on education matters. They can be contacted on 0300 330 5485 or at <http://www.childrenslegalcentre.com/>
- Statutory advice can be obtained from the Department for Education website on: www.education.gov.uk

Yours sincerely

[Name]

Headteacher *[teacher in charge in case of a PRU]*

Model letter 5

From the clerk to the governing body (management committee in case of a PRU) to parent upholding a permanent exclusion.

Dear [Parent's name]

Child's Name DOB

The meeting of the governing body/management committee at [school/academy on [date] considered the decision by [head teacher/teacher in charge] to permanently expel your son/daughter [name of child]. The governing body/PRU management committee, after carefully considering the representations made and all the available evidence, has decided to uphold [name of child]'s exclusion.

The reasons for the governing body/management committee's decision are as follows: *[give the reasons in as much detail as possible, explaining how they were arrived at.]*

You have the right to request that this decision is reviewed by an Independent Review Panel. You currently have up to 25 school days of receiving this letter (or specify a date) or you will lose your right of appeal.

You must set out your reasons for requesting a review in writing and send this to:

For LA maintained schools: Fair Access and Exclusion Team, Connor Centre, Connor Road, West Bromwich, B71 3DJ or via email on: fair-access@sandwell.gov.uk

For Academy's: insert details of clerk or chair of governors

If you feel that your child has been discriminated against you can apply to the first tier Tribunal (Special Educational Needs and Disability) or the County Court (for other forms of discrimination). They have the jurisdiction to hear claims of discrimination under the Equality Act 2010. If you then wish to request an Independent Review you must do this within 15 schools days of receiving their final decision or you will lose your right of appeal.

You have the right to request the attendance of a Special Educational Needs (SEN) Expert at the Review, regardless of whether the school recognises that your child has SEN. If you have not lodged your request within the legal time frame you will lose your right to apply.

You may at your own expense, appoint someone to make written and/or oral representation to the panel or bring a friend to the review.

Please advise the Clerk if you have a disability or special needs which would affect your ability to attend the hearing or if you feel it would be helpful to have an interpreter present at the meeting.

Your case will be heard by an Independent Review Panel (IRP), which can also hear disability discrimination claims. A three or five member panel will comprise one serving, or recently retired (within the last 5 years), Head Teacher, one serving or recently serving, experienced Governor and one lay member who will be the Chair person. The IRP will rehear all the facts of the case - if you have fresh evidence to present to the IRP you may do so. The IRP must meet no later than the 15th school day

after the date on which your appeal is lodged. In exceptional circumstances IRP's may adjourn the hearing until a later date.

In determining your appeal, the Panel can make one of three decisions.

- they may uphold your child's exclusion decision or;
- recommend that the Governing Body reconsiders their decision, or
- quash the decision and direct that the Governing Body considers the exclusion again.

For your information the following sources of advice are available to you:

- *Sandwell Local Authority's Fair Access and Exclusions Team on telephone number 0121 569 2777 or via email on: fair_access@sandwell.gov.uk*
- The Children's Legal Centre
They aim to provide free legal advice and information to parents on education matters. They can be contacted on 0300 330 5485 or at <http://www.childrenslegalcentre.com/>
- Statutory advice can be obtained from the Department for Education website on: www.education.gov.uk

Yours sincerely

[name]

Clerk to the Governing Body *[or clerk to the Management Committee in case of a PRU]*

Appendix six



**safety plan nov
25.docx**

Double click to open.

Change log	
November 2019	<p>Updated weblinks</p> <p>Updated references to MAPA/NVCI de-escalation techniques; 'Ready Steady Go' & Emotion Coaching</p> <p>Updated reference to https://www.gov.uk/government/publications/searching-screening-and-confiscation</p> <p>Updated reference to use internal exclusion</p> <p>Updated reference to sourcing help from the Educational Psychologist</p> <p>Updated reference to curriculum well matched to pupil needs.</p> <p>Updated reference to use of lines: Teachers feel that writing lines is a meaningless task as so despite pupils' wanting this as a sanction, we have decided against this.</p> <p>Updated reference to the use of internal exclusion</p> <p>Updated guidance on reducing the need for restraint (June 2019) https://www.gov.uk/government/publications/reducing-the-need-for-restraint-and-restrictive-intervention</p> <p>Flowchart of behaviours and support added to the appendices; updated reference to the Educational Psychologist</p>
Nov 2020	No additional updates
Dec 2021	No additional updates
Dec 2022	<p>Updated guidance on Behaviour in schools July 2022 https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101597/Behaviour_in_schools_guidance_sept_22.pdf</p> <p>Updated guidance on suspensions and exclusions in school Sept 2022 https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101498/Suspension_and_Permanent_Exclusion_from_maintained_schools_academies_and_pupil_referral_units_in_England_including_pupil_movement.pdf</p> <p>Added exclusions and suspension letters to annex</p> <p>Added links to annex</p> <p>Added NVCI Abbey guide to annex</p> <p>Moved change log to end; added current version to footer.</p> <p>Added a paragraph about force when not linked to NVCI intervention.</p> <p>Added a sentence about allocating a link governor for EBSA pupils</p> <p>Added text from AB policy</p>
Dec 2023	KCSIE date changes.
Dec 2024	Added the decision-making matrix for restraint
Dec 2025	<p>Added the risk assessments for all staff to central safety logs.</p> <p>Added the safety plan for pupils as an appendix, clarified high holds and their use.</p> <p>Included specific reasons to praise.</p> <p>Updated school wide rewards section with the new use of marbles to support the zones of regulation boards.</p> <p>Updated bullying definition using Anti-Bullying Alliance.</p> <p>Updated links.</p> <p>Checked in line with Behaviour in Schools policy.</p> <p>Updated home school agreement.</p>